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ABSTRACT

The Maine Curriculum Guide for Career Education's (K-12) task is to provide Maine educators with a model for developing concepts, activities, and resource materials that will infuse Career Education in all Maine schools. Chapter One explains the various aspects of career education, covering its components, definition, rationale, and program implementation through a World of Work model. Chapter Two discusses the roles teachers, counselors, administrators, school board members, the State Department of Educational and Cultural Services, career education coordinators and guidance aides may take to meet the challenge. The remaining 200 pages of the guide, Chapter Three through Six, provide teacher-developed career education activities for career awareness (K-6), career exploration (7-9), and career preparation (10-12) for integration into the classroom curriculum. Each of these sample activities includes a program description, concepts, objectives, activities, resources and materials, and in some cases an evaluation based on classroom use of the unit. Brief descriptions of career-oriented programs in Maine and other States, a 23-page bibliography, and a list of publishers of career related materials are appended. A small brochure, Career Education and Maine, is also included. (BP)

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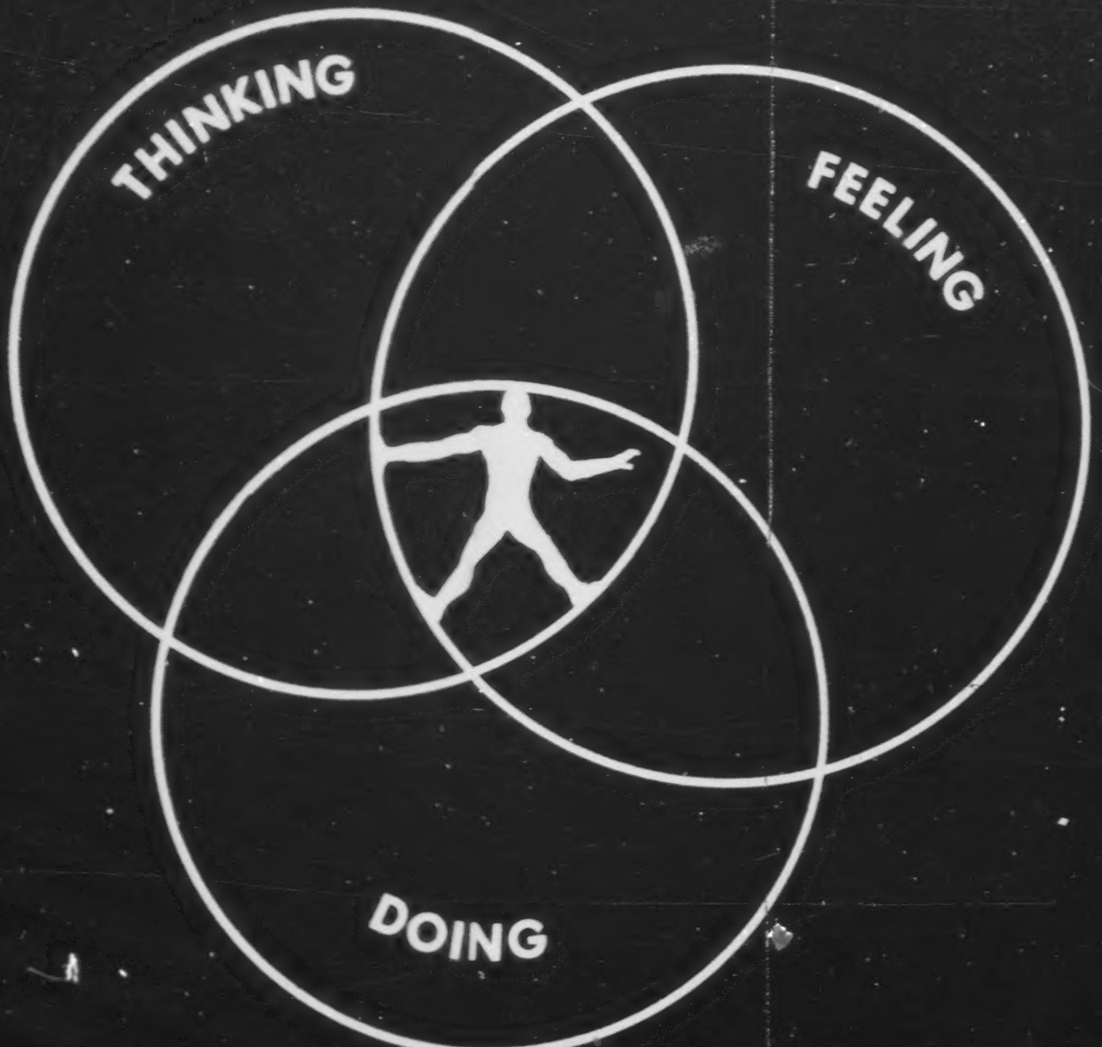
Career Education & Maine



Curriculum Guide
K-12

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MAINE

CURRICULUM GUIDE

FOR

CAREER EDUCATION K - 12

1973

Materials researched and developed by personnel in selected Maine public schools in conjunction with the Bureau of Vocational Education and the College of Education, University of Maine, Orono.

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INTRODUCTION TO CAREER EDUCATION

Career Education offers each concerned educator an opportunity to mold the curriculum of American schools into an exciting venture in learning for earning. The task of this Curriculum Guide is to provide Maine educators with a model for developing those concepts, activities and resource materials that will infuse career education in all Maine schools. It is not the intent of this Guide to force a particular school district to implement the career education concept if it chooses to retain more traditional practices. The project staff and its advisory members are convinced that relevancy in education will only occur when change is initiated by the staff of each school in concert.

Students in our schools and those who have graduated or withdrawn from school have demonstrated in a variety of ways that what we now offer is not totally acceptable. If we are to change the situation and demonstrate the relevancy of education to our youth then we must infuse the total curriculum with elements of career education.

There is an urgency in our society which calls for the integration of career education into the total educational scene. The effort to initiate career education into the schools and communities has only just begun and the responsibility for introducing this new dimension in education will fall on many shoulders. Hopefully, this Guide will provide a starting point for developing a viable program.

ACKNOWLEDGMENTS

Many individuals have contributed to the development of this Guide and the brochure, Career Education in Maine - General Information. During the past year hundreds of people from all walks of life throughout Maine have participated in the Career Education effort. Instead of attempting to cite specific individuals who have made a significant contribution to the development of the Guide and run the risk of missing some, we want to say instead a very sincere, "thank you." We do want to recognize, however, the support provided us during the development of these two publications by Mr. Elwood Padham, Associate Commissioner, State Department of Educational and Cultural Services. Without his encouragement and support this project could not have been accomplished.

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Chapter One

CAREER EDUCATION

Career Education is a new vehicle for relevance and innovation and is offered to those educators, citizens, parents and students who want to change education. The development of career-oriented activities and curriculum experiences is included in career education. It is essential that those who would install career education in the school work from a precise definition of career education. Career education is a relatively new concept in the schools and a precise clarification of the term is vital to potential users of the curriculum guide. The research team offers the following definition for consideration and use. Career education is a comprehensive curriculum effort in grades K through 12 that involves infusion of career-oriented activities and experiences in the school with the aid of the school staff, parents, community leaders, and students. Career education encompasses the following components:

1. Career education is designed to acquaint all students with the wide range of career alternatives and opportunities in the American culture. A team effort by teachers and counselors will be required to implement career development activities in the school.

2. Career education is designed to infuse the curriculum with career-oriented activities and learning materials. Each student must be provided an opportunity to explore career preferences in depth. Career education activities must infuse the curriculum from kindergarten to graduation.

3. Career education focuses on the development of realistic appraisal of abilities, interests, and aptitudes. Activities and experiences must be provided which will aid individuals in developing their self-concept and making more rational career decisions.

4. Career education is designed to provide all students an opportunity to prepare themselves for entry into the world of work or for further education after leaving school. The school also has a responsibility to provide a placement function to serve students leaving school for work or education.

Career education stimulates the student and parents to plan and execute a meaningful career development program in close coordination with teachers, counselors, and school administrators. Career education looks very carefully at student needs and plans and executes learning experiences related to them. It is responsive to individuals, and places in perspective the dynamic concept of individualized instruction.

Career education is a term denoting the total effort by educational agencies and communities in presenting organized career-oriented activities and experiences to all persons from nursery school through adulthood, and orients the entire educational plan into one unified, career-based system.

In summary, career education...*

- provides career information
- develops work entry skills
- helps students develop attitudes about the personal, psychological, social, and economic significance of work
- develops self-awareness in each individual
- relates student interests and abilities with potential careers
- guarantees placement into an entry level job or further education for every student

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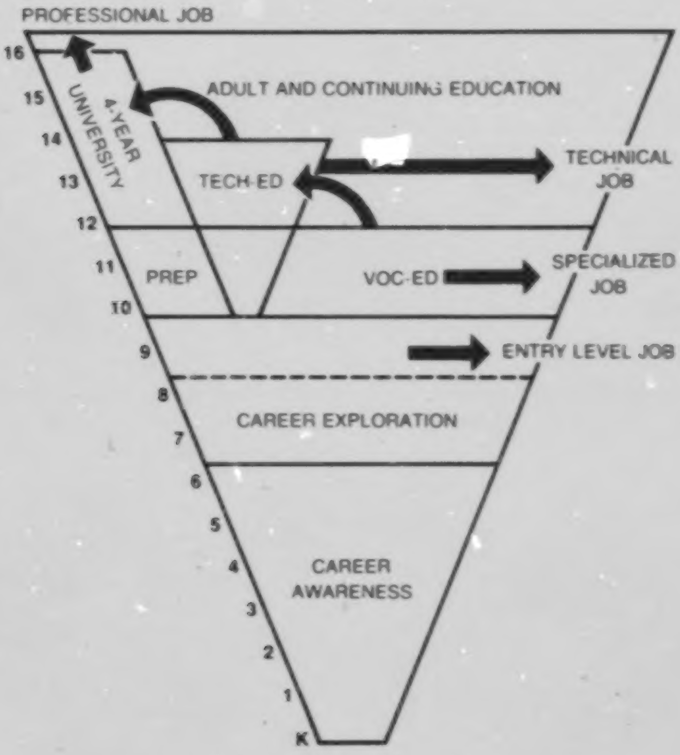
*adapted from CAPES, A Guideline for Career Awareness Programs for the Elementary School, Coordinating Council for Occupational Education, The State of Washington, 1972. (Part III, p.7)

The following systematic presentation of career education illustrates the major focus for the elementary, junior, and senior high school.

CAREER EDUCATION


PROFESSIONAL JOB
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4-YEAR UNIVERSITY
ADULT AND CONTINUING EDUCATION
TECH-ED
TECHNICAL JOB
PREP
VOC-ED
SPECIALIZED JOB
ENTRY LEVEL JOB
CAREER EXPLORATION
CAREER AWARENESS

Career Education In-Service Training Guide. Morristown, New Jersey: General Learning Corporation, 1972 (p. 10).

Why We Need Career Education

The challenge of career education as a force for helping youth and adults in implementing meaningful career decisions is before the education profession. In a literal sense, this is our moment of truth. USOE Commissioner Sidney P. Marland, Jr. has challenged all educators to reshape our system of education to meet the career needs of an extremely complex technological society. All school personnel have a vital part in this changing of the educational scene. We can and must meet this challenge.

Career education programs and practice will involve all students. As agents of change, the school staff should work for curriculum reform that will end the discriminatory practice of tracking students in "college preparatory," "vocational," or "general" education sequences. For each youth we must provide career education activities that lead to successful transition to the work world. Regardless of eventual career choice the educational system should provide skills and competence that support meaningful involvement in the culture. Educational programs will need a unitary focus that permits lateral and horizontal progression for each student. The school must demonstrate a firm commitment to the career development of all pupils.

Career education is urgently needed in the 1970's because this decade will be one of intense social and occupational change. The school staff must demonstrate a priority to aid the high school population seeking employment after graduation in fulfilling their career plans just as well as those who have made a decision for higher education. For too long the educational system has overtly reinforced the status of seeking advanced degrees or college level training to the exclusion of other equally worthy pursuits. It is time to demonstrate that school staff are committed to all youth and stand ready to help all students achieve career goals consistent with their ability and interest.

It is essential that youth be provided a realistic view of the world of work. To date, our educational efforts along these lines have not been comprehensive or effective. A long-range program of career education will begin in the elementary school and continue throughout the adult life of each person. Scientific change, new career opportunities, and social and civil progress are only a few variables that impinge on the person's goals. Future citizens will need to be aware of changes that will take place in all types of work and how these changes will require continual career planning. In essence, the goals of career education are:

1. Learning to Live - developing a self-awareness of one's ability and learning to use leisure time in a technological society.

2. Learning to Learn - motivating students so that they want to learn the basic educational subjects. An infused curriculum will demonstrate the relevance of subject matter to the various career choices of each student.

3. Learning to Make a Living - preparing students to support themselves economically and to become productive members of the community.

Students must be helped to internalize their experiences and to generate decisions for the individualizing of career choice.

Initiating a Career Education Program

There is no single plan for organizing and implementing a Career Education Program. Each Maine school system is unique in terms of geographical setting, population served and staff, and the plan which is developed and adopted must meet the needs of each particular school and be acceptable to the parties concerned. The career education program suggested for Maine integrates the program within the existing curriculum. Additional resources are referenced in the appendices and schools may utilize them if they desire. Sufficient resources are also listed which will provide schools the opportunity to review career education materials for ideas and curriculum practices.

Regardless of the model decided upon, it cannot be stressed too strongly that each staff will need to conduct pre-planning and development prior to establishing a career education program. The time and effort spent in the pre-planning phase will increase the probability of successful installation of career education. The Model which follows was used to develop curriculum units and career education goals (see Figure 1).

The Model indicates that the scope of career education changes focus from the child's general development to his acquisition of specific career skills and abilities. As this occurs the context of material shifts from the child to broader segments of the society in which he lives. By the time a youngster reaches junior high school age the Model concentrates more on specific elements that will have direct bearing on a career cluster. In the high school this Model places more emphasis on those components the adolescent uses in making a specific decision although he/she may be introduced to them earlier.

The Model suggests that each concept is introduced and should become part of each student's repertoire. For example, while Activity and Self are the major focus in kindergarten they continue to be important as the child matures. On the following pages are example statements for each major concept illustrated in the Model.

THE WORLD, WORK, AND ME

A Conceptual Heirarchy for Career Education

Grades	K-1	2-3	4-5	6-7	8-9	10-12
Concepts						
A. Activity	- -	o o	o o	+ +	+ +	+ +
B. Self	- -	o o	o o	+ +	+ +	+ +
C. Society	- -	o o	o o	+ +	+ +	+ +
D. Geography		- -	o o	o o	+ +	+ +
E. Products		- -	o o	o o	+ +	+ +
F. Careers		- -	o o	o o	+ +	+ +
G. Economics			- -	- -	o o	+ +
H. Change			- -	- -	o o	+ +
I. Preparation				- -	o o	+ +

Career Awareness

Career Exploration

Career Preparation

Code:

- -
- -

Introduce Concept

o o
o o

Develop Concept

+ +
+ +

Emphasize Concept

Figure 1

The World, Work and Me

A. Activity

1. There are many things I can do
2. I like to see the results of the things I do
3. I do things to help others

B. Self

1. I am both similar and different from others
2. I learn to do many things easily while there are other things which are more difficult to learn
3. There are some things I do which make me feel good

C. Society

1. People need to get along with others
2. Everyone who works helps others
3. People have different responsibilities and some direct the work of others
4. Rules and regulations are necessary to work effectively

D. Geography

1. Some things can be done better in certain places
2. The location of natural resources determines in part where many people live and work and spend their time
3. Distances between places limits the flow of materials and people

E. Products

1. There are many different things which are made, grown, mined and collected
2. It takes many different abilities to obtain or produce a certain product
3. It takes special machinery, equipment and parts to get a certain product ready for use and these come from many different places
4. As natural resources run out products made from them are no longer made or are made differently

F. Careers

1. People work for many reasons but all careers are related in some way

2. Careers can be classified, grouped and compared in many ways; the "cluster" study procedure is one such way

3. There are different requirements for every career

4. A person may be skilled and happy in several different careers and work experience helps him/her make the best decision

5. When a person plans his career over a period of time he may be happier and more successful as a result

G. Economics

1. People need income for the basic necessities of life as well as for other aspects of living and this income is usually acquired by working

2. The amount of income earned usually influences the things which can be purchased and the things a person can do

3. The amount of a person's income is determined in many different ways

4. The amount of income for work usually increases as does the cost of products

H. Changes

1. People change and so the careers they follow often change during life

2. People change careers because society changes its needs and values

3. People who do not adapt to the changes in society may have difficulty living

4. Career changes occur because of the changes in the way products are made

I. Preparation

1. The amount of preparation for a career varies with the career selected. Some programs prepare people for many different kinds of things while others are very specialized

2. There are many different kinds of places where an individual can prepare for a career, some of which require a person to have certain skills or abilities to enter

3. Generally, there is a relation between the amount of preparation an individual has and his income but this isn't always true

4. Some careers require both preparation and a certificate or license

5. The types of things a person does while preparing for a career may not be identical to what he does when he enters the world of work

Summary

Career Education provides the opportunity for education to become a relevant and meaningful experience for students and to prepare them for a productive and satisfying life. The challenge is at hand.

Chapter 2 discusses the roles teachers, counselors, administrators, school board members, the State Department of Educational and Cultural Services, career education coordinators and guidance aides may take to meet the challenge.

Chapter Two

THE ROLES OF INDIVIDUALS AND ORGANIZATIONS IN CAREER EDUCATION

To help school systems establish their own strategies for allocation of clearly delineated responsibilities and support functions in career education a series of conferences were held in May and June of 1972. The results of these workshops have been consolidated and condensed for inclusion in this Guide along with recommendations from schools and individuals where there are established on-going programs. These recommendations represent the thinking of concerned citizens and professional educators to crystallize the responsibilities and support tasks of teachers, counselors, administrators, school board members, the State Department of Educational and Cultural Services, career education coordinators, and guidance aides. These suggestions are presented only as guides for groups that wish to address the task of implementing career education in their districts. Each school system will need to adapt the suggested model to its own unique situation.

The Role of Teachers in Career Education

Every person in a school system may effectively contribute to career education in some specific way, but it is the teacher who is central to the effective implementation of a successful program. Once teachers have gained a background in career education, it remains for them to assume the important task of developing and stating their goals and objectives. Once these are agreed upon an assessment of available resources should be made from the school and community.

Program planning on an exploratory and experimental basis is the next logical step in the implementation process. Here is where the teacher's intelligence and willingness to work with administrators, coordinators, counselors and others will be of the utmost value. At this time teachers will interact with the non-teaching staff personnel to create the changes in curriculum that will be required to meet goals and objectives that will derive from the activities they decide to include. The teachers, with assistance from counselors, administrators and coordinators must be the professionals who translate the plan into practice. Once the activities are in process, the teachers must evaluate them in terms of effectiveness, efficiency and how well they fulfilled the behavioral objectives or produced the changes of attitudes and values that were desired.

After evaluation it might be necessary to make revisions. An objective analysis is of the utmost importance to the success of the program in order to determine those aspects which need to be modified or redirected. Summarizing these into sequential steps the teacher's role is as follows:

1. The learning stage where teaching personnel familiarize themselves with career education concepts, objectives, and activities;
2. The development stage for the writing of goal statements, objectives and philosophy;
3. The assessment stage to determine resources available in community and school;
4. The program planning stage where curriculum changes and instructional objectives are determined and activities planned;

5. The activity stage where plans go into operation;

6. The evaluation stage where the program begins to receive critical overviewing; and

7. The revision stage where judgments must be made and needed reworking is accomplished.

The Counselor's Role in Career Education

It is possible to state alternative ways in which the counselor may be involved in career education. By virtue of the counselor's expertise and ability to work with children, youth and community their contribution is vital to the development and implementation of a career education program. A list of roles generated by workshop deliberations included the following:

1. continued commitment to counseling;
2. facilitator of change;
3. resource center for career development;
4. career information specialist;
5. world of work inventory;
6. linkage with community.

It is agreed that commitment to counseling is of crucial importance, but the other five areas should not be viewed as of less importance. Counseling will be an active vehicle which:

1. Helps the student develop a positive self-image;
2. Integrates personal and academic variables as well as vocational goals into a comprehensive program of career education;
3. Provides insights for cooperative development of individualized experiences for all students and considers their special needs and/or talents

The counselor must provide leadership in developing career education programs by serving as a facilitator, and supporter of change and cooperation among administrators, teachers, students, and community. Supportive activities for the facilitator role should include:

1. The establishment of a Community Advisory Committee;
2. The development and delivery of in-service training activities related to career education for teachers;
3. The modification and incorporation of career guidance materials in curriculum construction;
4. The integration of student work experiences into the career education process.

The school counselor should create a resource center which would include people, materials and ideas for use by the entire community.

1. Personnel resources should be identified to include:
    a. A compilation of a community resources booklet which includes names of employed students; and also opportunities for employment in state and federal agencies, professions and industries;
    b. A compilation of lists of job-placement and school placement opportunities;
    c. A compilation of a register of cooperative work experiences;
    d. The development of work-study programs.
2. Materials for study should be compiled and include the collection of occupational and educational information, financial aid sources and military careers data and disseminated through mini-courses, field trips, multimedia activities and the library.
3. Ideas and aids for the program should include:
    a. The general promotion of career education
    b. Leadership support for career education
    c. Classroom presentations of career education materials
    d. Research and evaluation of career education activities
    e. Availability of resource people for the classroom teacher.

The counselor should assist in the development and internalization of career objectives in light of knowledge about self and the world or work. School counselors should also assist students to identify and relate their interests, aptitudes, and abilities to desired career areas.

Each counselor should become familiar with the skill requirements, working conditions, and degrees of competition for jobs in the student's potential labor market; provide this information to the student and his parents, and cooperate with them in helping him find employment. The counselor should act as a liaison person between career education and:

1. teachers, pupils and community;
2. parents by helping them to establish objectives which are carried beyond the educational setting;
3. administrators in assuring curriculum development;
4. students who must relate career education concepts to other life roles such as family relationships, vocational pursuits, and community participation.

The Role of the Administrator in Career Education

Five areas for concentrated effort in administration were identified in a series of workshops. The administration should provide:

1. leadership;
2. the necessary conditions and atmosphere for the implementation of career education programs;
3. community involvement opportunities;
4. continuous in-service education for staff and teachers;
5. opportunities for group discussions with the community.

In general, it is the administrator's task to provide an exemplary atmosphere for career education through leadership, resources and time. In addition, the administrators should nurture philosophical, attitudinal and functional changes among their staffs to promote the goals of career education. District-wide performance objectives should be developed to ensure continuity for career education, kindergarten through grade twelve. It is important that continuous evaluation with the aid of the staff and the Community Advisory Council be established. Administrators should creatively and energetically seek funds to develop and establish new career education programs.

The administration will promote and facilitate career education by providing the necessary conditions for implementation. This may necessitate revamping some priorities, seeking new resources or reallocating existing ones, providing for flexible scheduling, staff assignments, student activities, acquiring new materials and space arrangements. Funds, time, energies, facilities and personnel are all resources which may have to be adjusted by the administration.

The administration should promote community involvement through the use of advisory committees and resource people. It is the task of the administrator to promote an active relationship with the public, school board, industry, unions, students and staff which is so important to the total concept of career education. Also, it is important that staff members and teachers acquire some career education experiences in the community with the support of administrators.

The administration will provide the necessary resources and experiences for the continuous in-service education and re-education of all those involved in career education. Community leaders, guidance personnel and teachers must remain alert to continuing developments of the concepts and implementation of career education programs. All teachers should feel comfortable enough to suggest innovations, ideas and techniques for the educational program.

The administration should maintain an active two-way flow of communication with the entire community to stimulate the promotion and long-range support of career education. By remaining knowledgeable about career education programs and articulating student needs and program advantages to staff and community, the development of career education will progress.

Ideas to help the administrator install career education are listed below:

1. Study the career education philosophy, concepts and goals and accept them as a viable program to introduce into the school(s).

2. Have data gathered regarding present status of career education activities already in the school and an assessment of the need for a program and the readiness of the school(s) to engage in a program.

3. Provide an opportunity for the staff to understand the concepts of career education and its contribution to the life of students. Feedback should be encouraged from staff members in terms of agreeing to become engaged in such a program.

4. Contact agencies and institutions for help in developing the program.

5. Inform the School Board of developments and enlist their support both philosophically and financially.

6. Name a coordinator for the program.

7. Establish an Advisory Committee including staff, students, administrators, community representatives and cooperate with them in developing a plan of action.

8. Determine budgetary needs and seek funds: Local (PTA,Clubs, etc.), exploratory grants, taxes, State resources, philanthropists, federal resources, foundations, discretionary funds, local operating budget, etc.

9. Provide for the in-service training of staff.

10. Help facilitate the implementation of the career education program.

11. Work closely with the community in interpreting the program and enlisting the support of all facets of the community.

12. Provide for needed materials, facilities, space and personnel needs.

13. Provide resources for feedback to students, staff, administrators, community and State regarding the developments. Plan a defined Public Relations procedure.

14. Work with all facets in the evaluation of the program.

The Role of the School Board in Career Education

The mission of the Board of Education is to represent the citizens and establish policy regarding learning experiences that help the student develop skills and concepts for successful transition to the world of work. This is an essential life need and the Board holds the school administration and faculty responsible for providing students with the educational opportunities to develop their interests and abilities.

It was agreed by the May, 1972 Career Education Conference participants that it is the school board's responsibility to ensure that the schools help all students to:

1. discover their individual interests and abilities
2. explore the many avenues of work which might challenge and enlarge their individual talents, and
3. learn to exercise the freedom of choice, self-direction, self-discipline and responsibility.

In order for the board to promote these ideals in each school, it may be necessary to re-order some of their own priorities.

1. The board should actively support and encourage a program of career education in the school system by first accepting the philosophy of career education as a basis for curriculum management and the operation of schools for which they are responsible.

2. The school board should be familiar with and accept the goals and objectives of career education by interacting with parents, students, teachers, administration, counselors, and the community.

3. The board has an obligation to provide funds, time, personnel, and all other resources for the development and implementation of career education once its priority has been established.

4. The board, by working with the legislature, State Department of Educational and Cultural Services, local community and other agencies should remove all road blocks in present policies which might inhibit the development of the program.

5. Members of the board are encouraged to participate actively in the Career Education Program.

6. The board will carefully study the program evaluation provided by the Superintendent of Schools.

The Role of the State Department of Educational and Cultural Services in Career Education

The areas agreed upon at the May, 1972 Career Education Conference for action by the State Department in the Career Education areas were these:

1. The State Department should accept and promote the philosophy of career education as the basis for the direction of learning activities within the state. The Department should recognize, support, reinforce, and disseminate exemplary career education programs by providing guidelines, resources and evaluation techniques for career education programs.
2. The initiation of adequate and beneficial legislation should be undertaken by the State Department. The seeking, coordinating and disseminating of federal, state and local funds for career education purposes should be the responsibility of the State Department.
3. The State Department should provide unified leadership and assistance to local education agencies (LEA) in defining, developing and evaluating career education programs at the district level. This task should be accomplished under the leadership of an Associate Commissioner of Career Education who has the necessary staff and resources to execute such a task.
4. The State Department should provide research and development procedures to the local districts, and also estab-

lish a clearing house for the dissemination of career education services and materials to all LEA's and the public at large. This is an urgently needed service and should be one of the top priorities of the State Department.

5. The State Department should infuse the concepts of Career Education throughout the whole educational system. This goal will be attained by a) changes in the philosophy of teacher preparation at both the undergraduate and graduate levels, b) initiating workshops and seminars in career education for teachers on an in-service basis, and c) revising certification requirements for teachers, administrators, and guidance counselors in the career education area.

The Role of the Career Education Coordinator

Some person in the school will need to be named to help coordinate the career education program. This is a decision each school system will need to make based on its own needs, financial situation, present status and the availability of interested and capable staff. In some cases this will mean the engagement of an individual whose sole responsibility will be to work with the program. In other situations it may be possible to fit the program into the guidance function with a counselor serving as coordinator. In other cases an administrator or a teacher may be relieved of some duties to perform this function.

Among the functions of the Career Education Coordinator are the following:

1. Serve on the Advisory Committee
2. Act as a resource person to teachers
3. Keep the administration informed of developments in career education and maintain a listing of human resources available in the community.
4. Maintain a file on career education activities and help to develop a career education handbook.

5. Coordinate the student job placement function in concert with the school counselor.

6. Provide orientation to new staff members on career education.

7. Contact community resources for field trips, work experiences and visits to the classroom and maintain a list of the community resources for the staff.

8. Act as a clearing house for out-of-school activities such as field trips, work experiences and observation groups in the community.

9. Work on the evaluation of the program and help the administration develop a budget for career education.

10. Help to organize and assist in in-service programs for the staff and work closely with staff personnel in coordinating community experiences.

11. Work with the State Department of Educational and Cultural Services on career education and other agencies offering career training opportunities.

12. Help to develop a Career Resource Center and cooperate in follow-up studies or evaluation efforts.

It is important that the role of the coordinator not be seen as the one who "runs the career education program." An effective Career Education Program calls for the total involvement of students, staff, administration and community and it is the job of the coordinator to make the job easier and more effective. To repeat again, it is not the job of the coordinator to organize and operate the career education program. Rather, he is to help facilitate the program through his leadership, knowledge, and skills so that the program has a chance to work.

The Role of the Career Education Guidance Aide

If the coordinator is not to get bogged down in typing stencils and other clerical duties on the job it will be necessary to engage some kind of help. This may be a secretary who will be trained in career education content or the use of a secretary who is assigned part time to this function. More feasible, however, is the engagement of an individual who has had work experience, knows the community, has had some post-high school education and can perform the clerical duties associated with the position. This individual can then perform duties of a more involved nature in the program.

Such a person might perform some or all of the following functions, among others:

1. Order materials
2. Keep a file of teacher requests for materials and see that they are accommodated
3. Duplicate career education materials as needed
4. Make telephone contacts with possible resources in the community
5. Compile a list of resources
6. Accompany teachers on field trips
7. Maintain student files relative to career education
8. Operate audio-visual equipment and provide this service to the staff
9. Become acquainted with taping, cameras (both movie and still), filmstrips, video tape machines, demonstrate their use to teachers and students and develop a film library of local resources.

Summary

If career education is to succeed, the active support of a variety of special interest groups must be involved. Each of these groups has certain unique functions to perform in support of career education. Any attempt to plan and implement a career education program must include a strategy for positioning personnel so that each person will know his function and responsibilities. To do otherwise is to hinder the development of a viable program and cause confusion among all the participants. This chapter has attempted to provide a role definition for teachers, counselors, administrators, school board members, the State Department of Educational and Cultural Services, career education coordinator and guidance aide. Each school will need to adapt the roles to meet its own unique situation.

INTRODUCTION
TO
CHAPTERS THREE, FOUR, FIVE AND SIX

The career education activities in the next four chapters are intended more as "examples" than as a "guide" to follow. All of the activities have been developed and field-tested in Maine schools and communities by Maine educators and students. If, as a result of providing these examples, other individuals and schools become engaged in career education programs, the effort has been worthwhile.

The creative ideas expressed through these career education activities are those of the individuals whose names appear at the top of each activity. Responsibility for editing the ideas so they conformed to the plan adopted for this publication rests with the editors. For the sake of brevity some of the units have been shortened. Further details about the activities may be obtained from the individuals who developed and field-tested them.

Chapter Three is devoted to "Career Awareness" and provides examples of career education activities engaged in by students from kindergarten through the sixth grade. Chapter Four presents "Career Exploration" activities developed for students in grades seven through nine, while Chapter Five includes "Career Preparation" activities for students in grades ten through twelve. All of the activities in Chapters Three, Four, and Five were developed for integration into the classroom curriculum.

The career education activities in Chapter Six are referred to as "Resource Activities". They represent a wide range of career education experiences provided students, and while related to the classroom and the curriculum, originated in most cases from other sources. A number are representative of the guidance program involvement in career education while some are examples of how the school's activity period can provide another valuable place for career orientation. Other activities utilize the talent of the staff through their hobby interests. The career education activities included in Chapter Six provide examples appropriate to the elementary, junior and senior high school levels.

Some individuals reading about the career education activities in the next four chapters may wonder why there are not more examples of vocational education programs. This has been intentional. Maine is fortunate to have many excellent vocational programs and descriptions of these are readily available. In this Guide there has been a concerted effort to stress that career education is involved in the total educational program of the school. Since examples of the integration of career education into the classroom have been very limited, other than through vocational offerings, an arbitrary decision was reached to provide examples of career education in the school curriculum which primarily cut across academic discipline lines.

Chapter Three

CAREER AWARENESS IN THE ELEMENTARY SCHOOL

A career education program designed for the elementary school should be developmental and focus on concepts appropriate to each child's needs. It is appropriate to stimulate awareness of the community and the various occupational roles that are performed by parents, friends, and relatives. Awareness of self and the world of work is of prime importance in the primary grades. The following general objectives are useful in developing the career education program. Elementary students should:

1. Identify career interests and abilities.
2. Identify occupational life styles of their parents, friends, relatives, and teachers.
3. Demonstrate an awareness of values and life styles of various occupations.
4. Explore a variety of career options in the community.
5. Be exposed to information and exploratory career development experiences.
6. Learn to get along and work with others.

Career education should result in the student demonstrating a positive attitude toward work, school, and the community.

The curriculum must integrate elements of career education into language arts, social studies, mathematics, science, art and health and physical education. Fusing career education elements will result in a viable learning sequence and not add another course to an already crowded curriculum. It is estimated that 15 per cent of what is currently taught could be replaced with career education concepts and activities with no detrimental effect on the child's achievement.

The following Career Awareness units were developed and field tested in selected elementary schools of Maine. A few of the activities represent a complete program but in most cases they are extractions from a more extensive unit or are one of a series of lessons in a unit.

Mrs. Cynthia Hines, Kindergarten Teacher
Glenburn Elementary School
RFD #4, Bangor, Maine

Halloween Costumes and Careers

Description of the Program:

One of the activities in Kindergarten during the Fall is to have children dress up in costumes for Halloween. Below is a description of how the making of Halloween costumes by Glenburn children contributed to meeting both the objectives of the Kindergarten learning experience and to career and self awareness on the part of the children

Concepts:

1. There are many things I can do
2. I like to see the results of the things I do
3. I do things to help others
4. I am both similar and different from others
5. I learn to do many things easily while there are other things which are more difficult to learn
6. There are some things I do which make me feel good
7. People need to get along with others
8. Everyone who works helps others
9. Rules and regulations are necessary to work effectively

Objectives:

The children will:

1. learn to work independently
2. learn to work in groups
3. learn to pursue and complete a task
4. develop manipulative skills associated with the task
5. begin the early steps of identifying and reading words
6. develop communicative skills
7. develop social skills

Activities: (three week period)

1. From the beginning of school attention was focused on the workers around the school:

   bus driver
   custodian
   truck driver
   milk man
   secretary
   cooks

2. The children discussed in class, "What I would like to be"

3. Costumes were made by the students representative of what they would like to be

4. The children role-played the character represented by the costume

5. A book was read to the class about community helpers

6. The class discussed the occupations of their parents--the work they did at home and away from home

7. A tea was planned for the children's mothers to show them the work done at school

8. Proper manners were discussed and role-played. The children role-played introducing themselves

9. Career costumes were made by the children in school

10. Cupcakes were made by the children in school

11. The kindergarteners welcomed their mothers and pre-school children to the Halloween tea

12. A program for the mothers and pre-schoolers was presented with the children demonstrating their career costumes and telling about them

13. Cupcakes and cookies were served by the kindergarten children to their mothers and the pre-schoolers

Resources and Materials:

1. Our Neighborhood Friends by Olivia Flourig, McGraw-Hill
2. The True Book of Policemen and Firemen by Irene Miner
3. I Want to be a Policeman by Carla Greene, The Children's Press
4. What Do They Do? by Carla Greene, The Children's Press
5. Paper, crayons, paint, magic markers, yarn, string, fasteners, staples, etc.
6. Cake mix and ingredients
7. Paper plates, cups, tea and coffee

Evaluation:

1. Children utilized their own ideas in making the costumes
2. Tasks were pursued independently and completed with little help from the teacher
3. Ideas were shared by the children with other children
4. Costumes were labeled and the children learned the words on the labels
5. The children learned to paste, cut with scissors, etc.
6. The children were able to stand before a group individually and make a presentation without shyness
7. The mothers and pre-schoolers were served tea by the children
8. The children became more aware of workers and proud of their parents as workers
9. Self-confidence was demonstrated
10. The children still remember the tea positively

Mrs. Arline Amos
First Grade Teacher
Wilton Primary School
Wilton, Maine

Shoes and Careers

Description of the Program:

Growing out of a first grade unit on the occupations of parents, the class expanded their study to the shoe industry since several of the parents work in this industry. The unit was developed to relate this aspect of community life to what is learned in the first grade

Concepts:

1. There are many things I can do
2. I like to see the results of the things I do
3. I am both similar and different from others
4. I learn to do many things easily while there are other things which are more difficult to learn
5. People need to get along with others
6. Everyone who works helps others
7. It takes many different abilities to obtain or produce a certain product
8. It takes special machinery, equipment and parts to get a certain product ready for use and these come from many different places

Objectives:

The children will learn:

1. more about their parents' occupations
2. about the role of the shoe industry and the people who work in it
3. basic skills as well as developing manipulative skills

Activities:

1. The children learned about the occupations of their parents and others in their family, and made an individual tree of the occupations

2. An occupations tree was made in class and the children looked for similarities of occupations in the tree

3. Mr. Carlstrom and four 6th grade students toured the Bass Shoe Company and took pictures which were later viewed by the first graders

4. The class discussed the importance of shoes and the shoe factories

5. Children looked at flat leather and tried to visualize how shoes were made from it

6. The pictures taken at the Bass Shoe Company were viewed and the children discussed the various occupations they observed

7. The children tried cutting leather and learned the use of shears, knives and dies

8. Each child made a shoe from his own foot pattern using paper

9. Mrs. Annette Backus, a parent, visited the class and helped the children cut the leather to the paper pattern they had made

10. The children tried sewing leather and became acquainted with the tools involved - awls, needles and machines

11. Soles and innersoles were discussed and children had an opportunity to see how soles were attached to the body of the shoe

12. The class discussed how shoes are sent to stores, and made shoe boxes using cardboard and a stapler

13. First grade classroom experiences were developed in:

    a) the observational skills
    b) the verbal skills
    c) the manipulative skills with the hands
    d) role playing

Mrs. Jeanette Sproul
First Grade Teacher
Mallett Elementary School
Farmington, Maine

A Trip to the Dentist
(Health, Science and Career Education)

Description of the Program:

Children in the first grade are introduced early to the need for proper care of the body, including the teeth. This program was designed to introduce the children to proper care of the teeth and also to help them overcome any fear they may have had about going to the Dentist.

Concepts:

1. There are many things I can do
2. I do things to help others
3. I am both similar and different from others
4. I learn to do many things easily while there are other things which are more difficult to learn
5. There are some things I do which make me feel good
6. People need to get along with others
7. Everyone who works helps others

Objectives:

The children will learn:

1. about good health habits
2. how good teeth care helps their bodies
3. that a number of people are needed to run a dentist's office
4. how to express themselves through writing and speaking

Activities:

1. The class discussed good health care

2. The role of the teeth in a healthy body was discussed

3. The children viewed a filmstrip on the care of teeth

4. The Health and Science series was watched on TV

5. A visit was made to the Rural Health Association Center and the children:

    a) observed many workers:
        dentist
        dental hygienist
        receptionist
        maintenance man

   - b) sat in the dentist chair
   - c) discussed dental care with the Dentist

6. After the trip the children wrote thank you notes to personnel at the RHA Center and drew pictures for the walls of the Center's waiting room

7. The children brushed their teeth daily after the noon lunch

8. The children related the field trip experience together and with the teacher

9. Pictures of teeth, gums, etc. were drawn in class

10. A Dental Hygienist visited the classroom and talked with the children about proper care of the teeth

Resources and Materials:

1. Science Program - All About You - NET
2. Filmstrips: The Teeth
   Let's Visit the Dentist
   Brush Up on Your Teeth
   Eating the Right Kind of Food

Evaluation:

1. The children demonstrated knowledge of good teeth care as they discussed the experience
2. The children practiced good dental health care daily
3. The children do not exhibit fear when discussing "going to the Dentist's office"
4. Through play media the children demonstrated awareness of the need for various people to run a dental office

Miss Sheila Cooper
First Grade Teacher
Coburn School
Lewiston, Maine

Self Awareness as Part of Career Awareness

Description of the Program:

In the early primary grades the career awareness emphasis is on the child's own self awareness and the awareness of his surroundings. The following is a brief description of how this was accomplished in the first grade

Concepts:

1. There are many things I can do
2. I do things to help others
3. I am both similar and different from others
4. I learn to do many things easily while there are other things which are more difficult to learn
5. There are some things I do which make me feel good
6. People need to get along with others
7. Everyone who works helps others

Objectives:

The children will:

1. become more aware of their own selves
2. become more aware of their environment and the part they play in that environment

Activities:

1. The SRA Kit, "Focus on Self Development" was used in class. (Stage 1 - Awareness, and Developing an Understanding of Self and Others)

2. A discussion was held in the classroom of the child's environment as he experiences it

3. Filmstrips, photoboards and stories from the Kit noted in #1 were used

4. The children role-played various activities

5. A picture book of self and environment was put together

6. Community helpers visited the classroom and talked about what they do. These included:
    a) a policewoman
    b) a policeman
    c) a fireman

7. Field trips were taken to:
   a) the police station
   b) a supermarket
   c) a fire station

Mrs. Adele Heath
Second Grade Teacher
Wilton Central School
Wilton, Maine

Community Helpers

Description of the Program:

In the program described below the second graders were provided an opportunity to become acquainted with community helpers and the role they play in helping the community. This started with the children interviewing their own parents and extended out into the community. "Hands-on" experiences were provided in the classroom and integrated with the ongoing curriculum of the second grade class.

Concepts:

1. There are many things I can do
2. I like to see the results of the things I do
3. I do things to help others
4. I am both similar and different from others
5. I learn to do many things easily while there are other things which are more difficult to learn
6. There are some things I do which make me feel good
7. People need to get along with others
8. Everyone who works helps others
9. People have different responsibilities and some direct the work of others
10. People work for many reasons but all careers are related in some way
11. Some things can be done better in certain places

Objectives:

The children will:

1. learn about the occupations of their parents and how what they do contributes to society
2. learn about the careers in the local community and how they are interrelated and dependent on each other
3. experience through doing that we sometimes do things we don't care to do to get what we want
4. enhance the basic skills of learning as a result of engaging in a career awareness program

Activities:

1. A classroom discussion was conducted on the occupations of the children's parents

2. Children developed a set of interview questions to ask their parents (attached) and a note was sent home to the parents informing them about the reasons for the interview

3. A bulletin board was made with the theme "Our Parents Are Important"

4. After making a report on the interviews with their parents the children discussed other occupations in the local community

5. A discussion of the need for basic foods resulted in a field trip to a bakery (Mrs. Merchants)

6. The children baked cupcakes and decorated them

7. A model floor plan for a supermarket was developed with the help of the sixth graders

8. The class visited Sampson Supermarket and learned about the many people it takes to operate the store. They also got ideas about how to build, and what to include, in their own supermarket

9. Children brought in empty boxes, etc., from home to stock their grocery store

10. The class viewed the filmstrips, "Store," and "Bakery"

11. The children played store in relation to a math unit on money

12. Language and communicative skills were learned through role-playing the parts of various people who worked in a store

13. The class discussed other workers in the community. They viewed the film "Roadbuilders" and had as a guest a representative of the Maine State Highway Department who talked about what he did and how roads served the community and the individual

14. Other workers who help protect the community were discussed and the filmstrips, "Fireman" and "Policeman" were viewed. To further support their awareness a local policeman talked to the class

15. A discussion was held on health needs in the community and Mrs. Dere, the school nurse, visited the class and talked about her work

16. The class visited the Post Office and learned what happens to a letter from sender to receiver. The students interviewed the postmaster

17. The children planned the construction of their own post office. They learned how to write letters and each made an address book

18. The Post Office was constructed with the help of the sixth graders. The children viewed the filmstrips, "Mailman," and "Post Office Worker"

19. The children played Post Office and learned the cost of postage (Math), and wrote letters (Language Arts)

20. Plans were made to exchange letters with children in other states

21. The class viewed the filmstrips, "Community Helpers" and selected a role to play. They then played the game "What's My Line" with each child taking part

Note to Parents

As part of a project in a unit on Community Helpers, the children have been asked to interview a parent or a friend about his or her job.

The child will then, hopefully, present this report to the class to be added to a bulletin board. The idea is to have the child become aware of as many different job opportunites as possible.

Any response on your part will be greatly appreciated.

Thank you.

Mrs. Heath

Interview Questions:

1. What is the name of your job?

2. What do you do on your job?

3. How did you get your job?

4. What do you like about your job?

5. What don't you like about your job?

6. Is there danger in your job?

Other comments.

Mrs. Carol Topliff
Second Grade Teacher
Glenburn Elementary School
RFD #4, Bangor, Maine

Careers in the Food Industry

Description of the Program:

The Supermarket provides an opportunity for children to become acquainted with the four basic food groups. The trip to the supermarket, which is described below, was designed to integrate a study of good nutrition habits and a study of community workers with basic skills learned in the second grade.

Concepts:

1. People need to get along with others
2. Everyone who works helps others
3. People have different responsibilities and some direct the work of others
4. People work for many reasons but all careers are related in some way
5. There are different requirements for every career
6. Some things can be done better in certain places
7. Distances between places limits the flow of materials and people
8. There are many different things which are made, grown, mined and collected
9. It takes many different abilities to obtain or produce a certain product
10. It takes special machinery, equipment and parts to get a certain product ready for use and these come from many different places

Objectives:

The children will:

1. learn about good health and the part the four basic foods have in helping to build it
2. become acquainted with the various people in the supermarket who help provide the four basic foods
3. relate their trip to other classroom activities
4. understand the law of supply and demand
5. experience a relationship between subjects studied in school and the knowledge needed by workers
6. verbalize and act out their ideas of how a worker acts and feels

Activities:

1. The class discussed the four basic food groups

2. A discussion was held on the effect of diet on health

3. The children made bulletin boards of the basic food groups. They used pictures from magazines and classified them

4. As an art project, the children cut shapes of fruits and vegetables from black paper and covered the openings with different colored cellophane and displayed them in the windows

5. The class discussed the field trip to be taken to a supermarket:

   a) new words to learn - produce, butcher, delicatessen, etc.
   b) went over the "Workers and Me" Inventory to be completed

6. A field trip was taken to the supermarket

   a) the manager conducted the tour
   b) workers in the store were asked to demonstrate their skills and training (the meat cutter brought out a beef quarter and cut it up). They told about their occupation and what they liked and disliked about it

7. Pictures were taken on the trip to the store. They were used for a presentation and are kept in a scrapbook for the children to enjoy

8. The children wrote stories about their new experience to share with others in a monthly newspaper

9. Children completed the "Workers and Me" Inventory

10. A classroom store was planned (mothers had started saving empty cartons and cans the month before). Included in the store were positions for:

    a) a manager
    b) an assistant manager
    c) a meat cutter
    d) a produce manager
    e) a delicatessen manager
    f) an office girl
    g) a cashier
    h) baggers

11. In preparation for the store the children:

    a) wrote a script about the various occupations
    b) made aprons in cooperation with a group of Junior High School students
    c) made produce and meat out of two layers of paper stuffed with scraps for thickness
    d) conducted a dress rehearsal for the Principal and the Teacher Aide

12. The children presented an in-school field trip for the Kindergarten children and explained the occupation they were representing and what the person does. (This took the place of the regular reading period during which second graders read each week to the Kindergarten children

13. Second grade children were given script money and had an opportunity to purchase groceries from the store

Mrs. Irene Robertson
Second Grade Teacher
Pettingill School
Lewiston, Maine

Apples and Cider

Description of the Program:

The development of observational skills is one of the basic objectives in the early elementary grades just as it is one of the components of career awareness. The program described below was designed to help students develop these skills along with an awareness of various careers as the result of a field trip to an apple orchard and a cider mill. The learnings were integrated into the areas covered in the second grade curriculum.

Concepts:

1. People need to get along with others
2. Everyone who works helps others
3. People have different responsiblities and some direct the work of others
4. Some things can be done better in certain places
5. The location of natural resources determines in part where many people live and work and spend their time
6. There are many different things which are made, grown, mined or collected
7. It takes many different abilities to obtain or produce a certain product
8. It takes special machinery, equipment and parts to get a certain product ready for use and these come from many different places

Objectives:

The children will:

1. develop more acute observation skills
2. be more aware of the similarities and differences between city and rural life
3. become acquainted with some of the careers related to the apple industry
4. find the experiences of the field trip integrated into the classroom curriculum

Activities:

1. The second grade children left the city on a bus and traveled through the autumn countryside where the leaves were in the process of changing from green into brilliant reds and gorgeous golds

2. Approaching the Chick Orchards the children noted the apple picking activities and the equipment used in the operation, e.g. ladders, bins and heavy equipment

3. Mr. Chick, the owner, conducted a guided tour of the packaging plant including an inspection of the refrigerated storage rooms. The children saw the grader at close range and its operation was explained

4. The packaging activities were the next observations the children were shown - the constant motion of the grader, the bagging, wrapping and carton making - all operated by 30 women employees

5. The children were given all the apples they could carry. Applesauce was made at school

6. In Monmouth Center a stop was made to visit Cumston Hall to study the unique architecture of the Victorian building

7. The town manager had his offices in an octagonal building on the premises and invited the children to visit the theatre. Not only did the children hear and learn about such words as backstage, proscenium arch, ornate and murals, which could be added to their list of new words, but they had an opportunity to contrast their city and a small town

8. In the village, note was made of the grocery store, flower shop, restaurant, post office, gift shop and the neighborhood school where Mrs. Robertson formerly taught and which had been a subject of reference with the second grade

9. The next stop on the observational tour was the Hathaway Cider Mill. The children were told about the history of the mill which has been in the family 67 years, and saw the jugs being filled with cider as well as examing the vat where cider ages and becomes vinegar

10. Mrs. Hathaway served the children fresh cider and donuts

11. Return to the city of Lewiston was via Monmouth Ridge and more orchards. The children enjoyed a panoramic view including Oak Hill where Station WCBB's transmitter is located

12. Activities related to the trip included the following:

    a) in language arts a new list of words for spelling and reading was developed. Children wrote individual stories and sent thank-you letters to the Chicks and the Hathaways
    b) in art the class made a mural sequence of the trip
    c) in Math the children reviewed such aspects as number of bushels per bin, cost per bin, etc.

d) in Social Studies the children discussed the amount of salary workers spent for goods and services

e) in map study the class considered the apples exported to Europe and sent out of Maine for distribution in other places in the U.S.

f) in science the students charted the life cycle of the bee and its importance in pollination. They also studied the parts of a flower and took a close look at apple blossoms before and after pollination

g) in reading class the students started on "Johnny Appleseed"

Mrs. Anne Cheney
Second Grade Teacher
Farwell School
Lewiston, Maine

Air Transportation

Description of the Program:

The study of transportation is introduced to children in the second grade at Farwell School. The unit below describes the study of transportation from the standpoint of the airplane and its service to Man and the local community.

Concepts:

1. People need to get along with others
2. Everyone who works helps others
3. People have different responsibilities and some direct the work of others
4. People work for many reasons but all careers are related in some way
5. Some things can be done better in certain places
6. The location of natural resources determines in part where many people live and work and spend their time
7. It takes special machinery, equipment and parts to get a certain product ready for use and these come from many different places

Objectives:

The children will:

1. learn about different methods of transportation
2. learn about services offered by air transportation
3. find the study of air transportation meaningful to them through the utilization of field trips and simulated experiences

Activities:

1. The children studied the following books:

    a) I Want to be a Pilot
    b) I Want to be a Space Pilot
    c) I Want to be an Airline Hostess
    d) The Story of Flight

2. In the Science worksheets each student completed:

    a) types of flying machines
    b) airplanes are not all the same (from Hayes Practical Science Lesson Experiments, Book 2)

3. The children learned to sing, and made a recording of "Taking Off" from Ginn - "Singing on Our Way"

4. The following filmstrips were viewed and discussed:

    a) A Flight to Grandmother's
    b) How Airplanes Fly
    c) Transportation in Air
    d) Science at the Airport
    e) Man Has Wings
    f) Airplanes

5. The career unit was integrated into the language activities area through the use of

    a) a bulletin board
    b) discussions
    c) scrap book
    d) oral and written reports
    e) vocabulary enrichment
    f) letter writing
    g) poetry writing

6. The Social Studies worksheet, "Flying Home," was completed

7. A field trip was taken to the Lewiston-Auburn Airport where the children took colored slides and interviewed the manager

8. A discussion of the various careers connected with the airport was conducted by the class following the field trip

9. The class invited the other second grade in the school to view the slides of the airport trip and to hear about the experience

Mrs. Ann Carr
Second Grade Teacher
Hermon Elementary School
RFD #2, Bangor, Maine

A Second Grade Business Enterprise

Description of the Program:

The second grade students at Hermon Elementary School wanted to purchase a listening center for their classroom. In an effort to earn part of the money for the center the students planned and implemented the procedures for producing a classroom newspaper which could be sold. The program was integrated into the classroom curriculum experiences.

Concepts:

1. There are many things I can do
2. I like to see the results of the things I do
3. I do things to help others
4. I learn to do many things easily while there are other things which are more difficult to learn
5. There are some things I do which make me feel good
6. People need to get along with others
7. Everyone who works helps others
8. People have different responsiblities and some direct the work of others

Objectives:

The children will:

1. learn to work together
2. learn the knowledge and basic skills expected of second grade students
3. plan a newspaper and sell it
4. be exposed to various careers in the communications industry:
    a) sales
    b) advertising
    c) cashiering
    d) journalism
    e) printing

Activities:

1. The children decided on preparing and selling a newspaper to earn money for a listening center in their own classroom
2. A discussion was held concerning the content which should go into a newspaper. The class decided to use the following:
    a) pictures drawn by the students

   b) pictures which included directions for coloring
   c) puzzle pages
   d) stories and poems by the children
   e) riddles, etc.

3. Students were helped to copy their information onto master dittos by the teacher and the teacher-aide

4. After the papers were duplicated the children stapled them together

5. The children learned the value of coins and how to make correct change

6. Approaches to selling the product were role-played in class

7. An advertising campaign was planned by the children which included the following procedures:

   a) announcing the sale over the school inter-com
   b) telling their friends at recess and on the bus about the newspaper
   c) going to each classroom in pairs on the day prior to the sale to make an announcement

8. Over 350 booklets were sold

Mrs. Maude Sparks
Second Grade Teacher
Wilton Central School
Wilton, Maine

Careers in the Local Community

Description of the Program:

In the second grade children are introduced to helpers in the community and learn how each person is dependent on the other. The unit on community helpers described below was integrated into the curriculum of a self-contained second grade classroom.

Concepts:

1. People need to get along with others
2. Everyone who works helps others
3. People have different responsiblities and some direct the work of others
4. People work for many reasons but all careers are related in some way
5. Careers can be classified, grouped and compared in many ways; the "cluster" study procedure is one such way
6. Some things can be done better in certain places
7. The location of natural resources determines in part where many people live and work and spend their time
8. There are many different things which are made, grown, mined and collected
9. It takes special machinery, equipment and parts to get a certain product ready for use and these come from many different places

Behavioral Objectives:

The children will:

1. become aware of local community helpers and their contributions
2. become acquainted with the careers of the community helpers
3. increase their learning of the classroom skills through the study of community helpers

Activities:

1. A chart was made including all the careers engaged in by the children's parents

2. A classroom discussion was conducted relative to local community helpers and how their services are depended upon by all. These included the following:

   a) postman
   b) fireman
   c) dentist
   d) milkman

- e) policeman
- f) doctor
- g) nurse
- h) carpenter
- i) painter
- j) cook-baker
- k) farmer-maple sugar maker
- l) librarian
- m) meat cutter

3. The following resource people visited the class and talked about what they do:

    - a) the school nurse
    - b) carpenters working in the school remodeling the stairway
    - c) representative of the State Highway Department with his truck
    - d) Academy pupils talked and showed slides of hospital workers

4. Field trips were taken to the following places in the community:

    - a) library
    - b) firehouse
    - c) supermarket
    - d) school cafeteria
    - e) bakery
    - f) a cake decorator
    - g) maple syrup house

5. The career awareness activities related to community helpers were integrated into the curriculum as follows:

    - a) art activities - drawing pictures of the places visited, and what they themselves wanted to be and do
    - b) language arts
    - c) role playing
    - d) mapping the community and career areas
    - e) making and eating pancakes and syrup

Miss Josephine Fiato
Second Grade Teacher
Farwell School
Lewiston, Maine

Bus Transportation

Description of the Program:

The study of transportation is introduced to children in the second grade at Farwell School. The unit below describes the study of transportation from the standpoint of the busses and their service to man and to the local community.

Concepts:

1. People need to get along with others
2. Everyone who works helps others
3. People have different responsibilities and some direct the work of others
4. People work for many reasons but all careers are related in some way
5. Some things can be done better in certain places
6. The location of natural resources determines in part where many people live and work and spend their time
7. It takes special machinery, equipment and parts to get a certain product ready for use and these come from many different places

Objectives:

The children will:

1. learn about different methods of transportation
2. learn about services offered by bus transportation
3. find the study of bus transportation meaningful to them through the utilization of field trips and simulated experiences
4. learn about some of the careers in the transportation industry

Activities:

1. The children studied about the bus transportation industry

2. Filmstrips on busses and transportation were viewed in class

3. The children made a bulletin board with examples of transportation from the past to the present

4. Interview questions were developed to ask workers during the field trip to the bus station

5. The class took two field trips

    a) Hudson Bus Lines
    b) Greyhound Bus Lines

6. The children learned about service provided by busses and the different occupations required to operate a bus line

7. Pictures were taken on the field trips

8. A discussion of the field trip was again conducted after the slides returned. The children told about each slide and their responses were recorded on a cassette tape

9. The children again watched the slides accompanied by their voices on the cassette

Mrs. Pam Allen
Second and Third Grade Teacher
Glenburn Elementary School
RFD #4, Bangor, Maine

The Basic Foods and a Bakery Trip

Description of the Program:

A study of the relationship between the four basic food groups and good nutrition is a part of the program for second and third grade students. To help make this study more meaningful the students took a field trip to a bakery.

Concepts:

1. People need to get along with others
2. Everyone who works helps others
3. People have different responsibilities and some direct the work of others
4. People work for many reasons but all careers are related in some way
5. There are different requirements for every career
6. Some things can be done better in certain places
7. There are many different things which are made, grown, mined and collected
8. It takes many different abilities to obtain or produce a certain product
9. It takes special machinery, equipment and parts to get a certain product ready for use and these come from many different places

Objectives:

The children will:

1. become acquainted with the four basic food groups and how important it is to have good nutrition
2. become acquainted with people in the community who help to provide some of the four basic foods
3. compare and contrast differences in baking from the past to the present

Activities:

1. The class discussed good food habits and the part the four basic foods contribute to our health

2. A bulletin board display of good food habits was made

3. The children prepared to visit a bakery to observe how bread is made and the variety of different occupations necessary to make this possible

4. After the trip the students viewed a film on nutrition and discussed the proper care of the teeth

5. The class viewed a film on "The Work of the Milkman", following which the class compared different occupations in the four basic groups, i.e. how each helps us, why they are important, etc.

6. A representative group of the children visited the fourth grade class when they were making their own bread

7. The representatives reported back to the class on their observations and a discussion was conducted concerning differences in the equipment and the operation of baking methods of the past and present

8. Another year bread would be baked in the second and third grades as a science lesson

Mrs. Anita Holmes
Third Grade Teacher
Mallett School
Farmington, Maine

From Fiber to Quilt - The Study of Cloth

Description of the Program:

Originating from a Social Studies unit on Indians and their attire, a unit was developed on the making of cloth which traced it from the fiber to the final product. The unit developed so that it incorporated all aspects of the third grade curriculum.

Concepts:

1. There are many things I can do
2. I like to see the results of the things I do
3. I learn to do many things easily while there are other things which are more difficult to learn
4. People need to get along with others
5. Everyone who works helps others
6. People have different responsiblities and some direct the work of others
7. People work for many reasons but all careers are related in some way
8. Some things can be done better in certain places
9. The location of natural resources determines in part where many people live and work and spend their time
10. There are many different things which are made, grown, mined and collected
11. It takes special machinery, equipment and parts to get a certain product ready for use and these come from many different places

Objectives:

The children will:

1. learn about the beginnings of cloth-making
2. conduct a science experiment with cloth
3. be exposed to the theory of supply and demand
4. participate in a hands-on experience in cloth products
5. be involved in a management and production experience

Activities:

1. A class discussion was held on fiber origin--natural and synthetic, silk, cotton, wool, fur, leather, etc.

2. Visual aids utilized in the unit included a bulletin board of samples of raw materials and finished products

3. Resource people included:

   a) weaver
   b) trapper
   c) chemist
   d) tanner

4 Students conducted science experiments at home and in class by dyeing cloth with:

   a) fruit juice
   b) vegetable juice
   c) coffee and tea
   d) roots
   e) food coloring

5. The class discussed supply and demand from the gathering of the cloth supply to the product development. Children brought from home:

   a) cotton samples
   b) material by the yard
   c) yarn
   d) thread
   e) needles
   f) looms
   g) rulers and yardsticks

   They role-played suppliers.

6. Procedures were planned to make a quilt and a vest. As part of the procedure the children had a training program where they learned:

   a) cutting experience
   b) pattern (drafting) experience
   c) designing experience
   d) dyeing experience
   e) loom making
   f) weaving
   g) stitching (hand and machine)

7. The children learned to use the following tools and equipment in their project:

   a) drafting paper
   b) marking pins
   c) crayons
   d) dye
   e) scissors
   f) rulers
   g) tapes
   h) sewing machine

8. A production line was established with

   a) time schedules
   b) selection of suppliers, foreman, workers, inspectors

c) job classifications with groups of dyers, designers, weavers, cutters, stitchers, and pressers

9. The class developed a:

    a) short play on use of a quilt
    b) style show
    c) presentation to peers in other rooms

10. An in-class discussion was held on the distribution of cloth products and the various related careers:

    a) manager
    b) buyers
    c) displayers
    d) clerks
    e) accountants
    f) stock help
    g) shippers
    h) secretaries

11. A series of field trips were taken to various clothing and specialty shops:

    a) Ferrari's - men's clothing store
    b) Emery's - women's clothing store
    c) Peter Webbers
    d) Chassie's Department Store
    e) Reney's Department Store

12. The children set up a store in the classroom

Shelter - Third Grade Style

The following three units, which are all related to a study of shelter, are included for the purpose of demonstrating the various ways a similar unit can be approached. Mrs. Hardy, Mrs. Burgess and Mrs. Young coordinated their efforts so that students in each class had an opportunity to share their experiences with the third graders in the other two classes.

Description of the Program:

One of the objectives in the third grade is to introduce students to the various ways people have provided shelter from early days to the present. The three third grades approached the study of shelter from a slightly different direction and then the students shared their findings with students in the other classes. The three approaches are noted below following the Objectives.

Concepts: (a composite of the three units)

1. There are many things I can do
2. I do things to help others
3. People need to get along with others
4. Everyone who works helps others
5. People have different responsibilities and some direct the work of others
6. People work for many reasons but all careers are related in some way
7. There are different requirements for every career
8. Some things can be done better in certain places
9. The location of natural resources determines in part where many people live and work and spend their time
10. Distances between places limits the flow of materials and people
11. There are many different things which are made, grown, mined and collected
12. It takes many different abilities to obtain or produce a certain product
12. It takes special machinery, equipment and parts to get a certain product ready for use and these come from many different places

Objectives: (a composite of the three units)

The children will:

1. learn the purposes of shelter
2. learn how shelter was provided in early days of man
3. learn why shelter is constructed as it is in Maine
4. learn about modern style of constructing shelter
5. develop basic skills in handling common tools
6. learn the many different occupations involved in providing shelter

7. become acquainted with how materials and land are purchased for shelter
8. become acquainted with various tools used in home building
9. discuss why people choose the types and styles of shelter they do

Mrs. Frances Hardy
Third Grade Teacher
Mallett School
Farmington, Maine

Activities:

1. The children discussed shelter and why the housing in Maine is different from that of Indians, Eskimos and houses in other places in the United States

2. Flower boxes were made in class using actual carpenter's tools

3. The children each selected an occupation related to building a shelter and role-played it for a day. They told the other children what the occupation involved

4. Poems were written about careers related to building a house based on "This is the house that Jack built". Included were the following:

    a) landscape consultant
    b) mason
    c) banker
    d) contractor
    e) electrician
    f) ready-mix truck driver
    g) surveyor
    h) bulldozer operator
    i) concrete pourer
    j) plumber
    k) realtor
    l) plasterer
    m) carpenter
    n) architect
    o) paper hanger
    p) painter
    q) black topper
    r) tile layer
    s) draftsman

5. The children and the teacher brought tools to class and discussed their use

6. High School students brought a model cut-away of a house to the class and explained the various parts

7. The children had an opportunity to see the blueprints of a house under construction

8. The children visited the house under contruction in small groups

9. A field trip was taken to a lumber yard where the children became acquainted with different kinds of wood

10. The class discussed other kinds of materials also necessary to construct a shelter

11. A discussion was held about the people responsible for selling the materials for a shelter and the skills and training they need

12. A surveyor and his two assistants visited the class and showed and discussed the tools they use in their work

13. The children from the other third grades told about what they learned from the resource people who visited their classes

14. Filmstrips on housing and forestry products were viewed in class

15. The children made reports to their own room and listened to reports from the other third grades who were also studying shelter

Mrs. Lillian Burgess
Third Grade Teacher
Mallett School
Farmington, Maine

Activities:

1. A bulletin board display was constructed using the theme "A Shelter Goes Up"

2. Book display with different kinds of shelter artifacts - bird's nest, dog house, lean-to, Rondavel

3. A classroom discussion was held on what is shelter, its purposes, and the kinds that have been necessary. This led into a consideration of the following aspects of shelter:

   a) homes long ago
   b) modern primitive homes: Indians, in cold lands, in hot dry lands, in hot wet lands, early American settlers
   c) modern shelter types and styles: frame, mansion, ranch, victorian, skyscraper, colonial, tudor, split-level, bungalow, Cape Cod, Georgian, pre-fab, modular, alpine, Bavarian, trailers, A-frame, chalet, condominium
   d) workers and the tools and machines they use: surveyor, realtor, architect, residential designer, contractor, rodman, banker, excavator, foreman, carpenter, bricklayer, glazier, electrician, plumber, painter, plasterer, paper hanger, mason, landscaper, interior designer, telephone man

   e) materials used in building: wood, plastic, insulation, steel, glass, wires, brick, tile, ducts, concrete, hardboard, cables, shingles, plywood, pipes, asbestos, aspenite, stone, other metals
   f) steps in building: planning (style, size, cost, materials), choosing lot, buying - finance, foundation, frame, roof, exterior finish, plumbing, wiring, insulation, heat and air conditioning, interior finish, painting, interior decorating, furnishing, landscaping

5. The following audio-visual materials were used in class:

   a) movie film, "Shelter" from the University of Maine at Orono
   b) filmstrips from the University of Maine at Farmington: "Homes Long Ago", "Kinds of Houses", "Tools and Machines", "Workers Who Build"
   c) filmstrips: "Planning a Home", "Building the Foundation", "Building the Frame", "Finishing the House"

6. Resource people visited the class:

   a) student from the Mt. Blue High School drafting class
   b) a contractor - taped interview
   c) realtor - role-played by the instructor

7. Field trips:

   a) the class visited Carrabassett Valley Crossing, Redington North, Sugarloaf Mt. Lodge and condominiums, to observe building styles
   b) a walk around the block near the school to observe kinds of shelters and materials used
   c) mini trips to a house under construction to view various stages of building and report back to class

8. The students participated in the following hands-on activities:

   a) small group work - built dioramas to display types of early and modern primitive homes
   b) drew the classroom to a scale
   c) drew their own home and listed materials used in building
   d) worked in groups on masonry using wooden blocks
   e) creative drawings of custom-built modular homes
   f) constructed models using cardboard and construction paper
   g) made individual scrapbooks

9. Role-playing and pantomime was conducted in class

10. Other curriculum tie-ins with the shelter unit included:

    a) creative drawing and construction
    b) creative writing
    c) vocabulary building
    d) physical education relay game
    e) add a brick reading chart
    f) house shapes for sight words
    g) math - scale drawing
    h) painted bricks for door stops or book ends

Mrs. Carol Young
Third Grade Teacher
Mallett School
Farmington, Maine

Activities:

1. The children made a bulletin board using drawings of their homes placed beside a photograph of their homes

2. Floor plans were drawn of their home or homes they would like to have

3. These filmstrips related to shelter were shown and discussed in class:

    a) "Planning a Home"
    b) "Building a Foundation"
    c) "Building the Shell"
    d) "Finishing the Home"
    (All of the above from Encyclopedia Brittanica)

4. The children made dioramas of a room using wallpaper, cloth, and construction paper

5. Taped interviews were conducted with the following individuals:

    a) a banker
    b) a contractor
    c) a carpenter
    d) an electrician

6. The children took a field trip to a real estate office to find out about the realtor's work and how he helps people in choosing building sites. They brought back literature and pictures which they used to make a bulletin board

7. A neighborhood tour was taken to see the different styles of homes

8. The class visited a construction site to see a home in the process of being built

9. A lumber yard was visited to find out the part it plays in home construction and to see building materials

10. The children visited a high school drafting class to learn how to draw house plans to scale

11. A furniture store was visited to see the different styles of furniture available

12. The children constructed a house to scale:

    a) drew the plans
    b) used clay base to represent land
    c) used cardboard to construct the house
    d) furnished the house with furniture made from oak tag and scraps of vinyl and carpet

13. Materials used in this unit other than noted above were the following:

    a) instamatic camera
    b) old wallpaper book
    c) yarn scraps
    d) cedar shingles
    e) powder paint
    f) cardboard boxes
    g) saw
    h) fiber clay
    i) building material samples

Mrs. Linda Houle
Third Grade Teacher
McMahon Elementary School
Lewiston, Maine

Careers in Air Transportation

Description of the Program:

The third grade Social Studies text includes a study of various forms of transportation among which is air transportation. The following activities were integrated into a unit on air transportation as related to the local community.

Concepts:

1. Everyone who works helps others
2. People have different responsibilities and some direct the work of others
3. People work for many reasons but all careers are related in some way
4. There are different requirements for every career
5. Some things can be done better in certain places
6. The location of natural resources determines in part where many people live and work and spend their time
7. It takes special machinery, equipment and parts to get a certain product ready for use and these come from many different places

Objectives:

The children will learn:

1. about the role of Air Transportation in our society
2. to appreciate the many careers involved in the Air Transportation industry
3. to develop skills of observing
4. something about how planes fly

Activities:

1. The children read and discussed in class about various kinds of transportation

2. Students planned an airport terminal and role-played the following occupations:

    a) ticket agent
    b) baggage clerks
    c) passengers
    d) stewardess who reminded them of the seat belts and the no-smoking sign
    e) pilot and co-pilot who gave the destination, air speed and estimated time of arrival

3. A trip was planned for a visit to the Lewiston-Auburn airport

4. Before taking the trip the children drew pictures of their ideas of an airport

5. Students took a field trip to the Lewiston-Auburn airport

6. The L-A Airport Assistant Manager explained the different roles he performs at the airport

7. An Executive Airlines plane arrived while the students were at the L-A Airport and they 1) viewed the unloading of the bags and mail and 2) became aware of the cooperation needed between the pilot and the manager of the terminal

8. Students also visited the State Aviation Terminal and Hangar where they were able to see all the instruments and controls a pilot and co-pilot must watch and read accurately

9. The father of one of the students who builds and flies model airplanes visited the class. He explained to the class:

    a) how he became interested in model airplanes as a boy and how it has become a hobby
    b) how a model is built using balsa wood, and how coating it with a special paint made it durable (He brought a model shell along)
    c) (He plans to return when the weather is good and demonstrate a model in flight)

10. Students unscrambled words related to air transportation

11. Students completed a crossword puzzle using the different careers of people employed at an airport

12. Students viewed two filmstrips about Air Transportation:

    a) A Trip to Grandmother's
    b) Airplanes

13. Students viewed the program, "55 to get Ready" from "Ripples" which was about all the people involved in running an efficient air terminal and the airplanes

14. Students again drew pictures of their idea of an airport

Mrs. Janis Nadeau
Third Grade Teacher
Glenburn Elementary School
RFD #4, Bangor, Maine

C.T.N. - TV
(Children's Television Network)

Description of the Program:

Students in the third grade study different ways that people communicate with each other. The following is a description of a unit on the Television industry as one of the forms of mass communication.

Concepts:

1. There are many things I can do
2. I am both similar and different from others
3. People need to get along with others
4. Everyone who works helps others
5. People have different responsibilities and some direct the work of others
6. People work for many reasons but all careers are related in some way
7. Career changes occur because of the changes in the way products are made
8. Some things can be done better in certain places

Behavioral Objectives:

The children will:

1. become aware of the role that radio and TV perform in providing for mass communication
2. become aware of the many occupations required to operate a radio and TV station
3. become aware of the training and preparation of individuals with careers in the communication industry
4. increase the development of their verbal and written communication skills as a result of this unit

Activities:

1. The class studied different ways people communicate with each other

2. The teacher read the book, "Let's Go to the Television Studio" by Naomi Berchheimer

3. The class watched together two programs over WABI

4. A visit was made to Station WABI - radio and TV where the children:

  - a) took pictures
  - b) interviewed the workers

5. The class developed their own TV show called "Scholastic News" based on WABI's "Telejournal News". The school station was named CTN (Children's Television Network)

6. The "Scholastic News" show was filmed on an 8mm camera by the mother of one of the students

7. Sound to accompany the film was recorded on a tape recorder

8. Other activities related to the program included:

    - a) discussion of the many aspects of advertising
    - b) the writing and performing of commercials
    - c) a local disc jockey came to class and talked about his career and occupation in radio

9. The students made their own radio studio (Station WCRN - Children's Radio Network). In connection with WCRN the children:

    - a) made the equipment
    - b) recorded their own radio show on the tape recorder
    - c) performed various roles i.e., disc jockey, musicians (live talent - folk songs, etc. One child played his own original song on the guitar).
    - d) wrote and delivered commercials

10. In "mini" groups of five the class visited:

    - a) the Public Broadcasting System to observe a radio announcer
    - b) the University of Maine at Orono Audio-Visual Center to become acquainted with A-V equipment, especially the video-tape
    - c) an independent radio station
    - d) an independent TV studio and were members of the audience of the Bozo show
    - e) the newspaper as another form of the communications industry

11. The children drew pictures of their visits and shared what they learned with others who went to different places

12. The "Worker and Me" questionnaire was filled out by each child (form below)

Name______________________________Grade_______________Date_________

"WORKERS AND ME INVENTORY"

1. Worker____

2. What is he doing?____

3. Where does he work?____

4. How much money does he earn?__________________________________

5. How long does he work?____

6. What is he wearing?____

7. What tools does he use?_______________________________________

8. What does he have to know in order to do this work?___________

____

9. What do I like about this work?________________________________

10. What do I dislike about this work?____________________________

11. How does this work help others?_______________________________

12. How does this work help me?___________________________________

Mrs. Marguerite Latham
Third Grade Teacher
Wilton Central School
Wilton, Maine

Banking

Description of the Program:

The study of Banking provides an opportunity for children to become acquainted with a community service and see its relationship to all aspects of the community. The unit below describes how this study was integrated into the third grade curriculum.

Concepts:

1. There are many things I can do
2. I learn to do many things easily while there are other things which are more difficult to learn
3. People need to get along with others
4. Everyone who works helps others
5. People have different responsibilities and some direct the work of others
6. People work for many reasons but all careers are related in some way
7. There are different requirements for every career
8. Some things can be done better in certain places

Objectives:

The children will:

1. understand the role banks perform in the community
2. become aware of some of the [illegible] related careers
3. experience the relationship between what they learn in school and the world of work

Activities:

1. Following a discussion of the history of banking, the children made an oral (tape-recorded) summary of the discussion which incuded at least six historical concepts

2. Following a discussion of job opportunities and during the field trip to the Depositor's Trust Company, the children who volunteered interviewed bank personnel asking questions agreed upon during the discussion of job conditions and requirements

3. At the end of the unit, the learner named a minimum of four workers in the banking industry and briefly described their responsibilities and job training

4. The children constructed a Bank by converting a Post Office used in Mrs. Heath's class and by using additional boxes, and other materials normally found in the classroom. The bank contained a customer/clerk counter, a table with typewriter (plus chair), a cash box, and a vault including safety deposit boxes

5. The students demonstrated oral expression skills in greeting and extending courtesies to customers through simulated banking situations

6. At the end of the unit, the learner performed in roles involving at least four of the banking services discussed.

7. The students wrote signatures and mailing addresses on 3" x 5" cards when "renting" safety deposit boxes. To be acceptable, 100% accuracy was expected in capitalization, punctuation, and spelling

8. For cross-filing, the students typed mailing addresses. They typed as often as they needed in order to achieve a result that satisfied themselves

9. The students placed the typed cards in alphabetical order and, given lists of not more than ten ficticious depositors, alphabetized up to the third and fourth letter depending on their ability

10. At the end of the unit, the students were able to define at least five banking terms by matching the term to the definition

11. At the end of the unit, the students were able to spell at least ten (or less, according to ability) of the vocabulary words and demonstrate their understanding of them by using the words correctly orally in simulated situations or in written sentences

12. The students demonstrated their understanding of place value by reading and writing the amounts of money on deposit receipts given to them during their bank visit up to the millions place

13. The students demonstrated skills in the value of and the counting of money and in change-making through simulated banking situations using play money and real money from their own lunch receipts

14. The students demonstrated their skills in column addition by recording and adding the amounts received from lunch money each day

15. The students demonstrated skills in addition and subtraction (including the renaming of 10's and 100's) through

simulated banking procedures and use of withdrawal and deposit slips, checkbooks, and savings bank-books made at school. Accuracy of 100% was eventually reached because of the banking situation

16. At the end of the unit, the students evaluated the use of bank services versus non-use through discussion

17. At the end of the unit, the students evaluated the unit itself through a taped discussion

Mrs. Anita Holmes
Third Grade Teacher
Mallett School
Farmington, Maine

Third Grade Physics

Description of the Program:

The basic principles of Physics are introduced to children in the third grade through objects and activities which are within their own sphere of experience. The knowledge they learned was integrated and enhanced through a career awareness approach.

Concepts:

1. There are many things I can do
2. I like to see the results of the things I do
3. I do things to help others
4. I learn to do many things easily while there are other things which are more difficult to learn
5. People need to get along with others
6. Everyone who works helps others
7. People have different responsibilities and some direct the work of others
8. Careers can be classified, grouped and compared in many ways; one of which is the "cluster" study procedure
9. Some things can be done better in certain places
10. It takes many different abilities to obtain or produce a certain product
11. It takes special machinery, equipment and parts to get a certain product ready for use and these come from many different places

Objectives:

The children will:

1. learn about machines and how they contribute to society
2. learn the basic scientific principles of the operation of the lever, wedge, wheel, pulleys, through a unit on transportation
3. learn about the people who work in transportation-related careers

Activities:

1. A discussion was held in class on machines, their description and classification - size, speed, weight and force factors. Also models and pictures of machines were placed on the bulletin board and in the resource center

2. The following occupations related to machines were discussed:

a) truck driver
b) bus driver
c) bulldozer operator
d) pilot
e) engineer
f) astronaut

3. A discussion of the force and load relationship in the use of levers was conducted. Demonstrations of the principles were conducted by:

    a) lifting books
    b) pulling nails out of boards
    c) use of a screw driver to pry
    d) use of pliers for gripping
    e) use of rulers and string to lift desk
    f) use of an 8 ft. board to lift teacher
    g) use of a yardstick and string to provide example of fishing pole and speed principles

4. The children discussed why man needed to develop machines (to increase his force). The class viewed filmstrips on simple machines and developed a bulletin board for identifying simple parts of machines

5. The children role-played the use of tools from home which demonstrate the principle of the wedge - knives, can openers, crowbars, saws, nutcracker, tongs, spoons, scissors

6. The principle of the wheel was demonstrated in the classroom (force and speed relationship). This included placing various shaped materials on an inclined plane and letting them roll down. It was also demonstrated as children pushed and carried chairs around the room and then put them on a wagon to contrast the ease and speed of maneuverability

7. The class discussed the improvement of the wheel through the use of gears and how they affect the increase and decrease of speed, and the effect of force to change direction. Egg beaters, bicycles, paper gears (made in class), etc. were all used to demonstrate the principle

8. The concept of simple machines was broadened to include the transportation unit. The following are some of the steps taken to present this unit:

    a) the children listed different transportation services and classified them into four main groups - sea, air, space, and land
    b) pictures were placed on bulletin board representative of the four classifications
    c) the children discussed the operators and service of machines including the auto, taxi, train, subway, truck, skidoo, horse and carriage, motor bike
    d) terminals were made out of cardboard representing a bus station, train depot, harbor and docking facility, and airport

   e) filmstrips were viewed on shipping, pleasure travel, airport, space program
   f) careers related to the sea were discussed - ships, boats, submarines, air boats, freighters, tugboats
   g) careers related to air space - planes, helicopters, space ships, etc. were also discussed in class

9. The culminating activity was on land transportation and included:

   a) the construction of a land transportation vehicle by each child that was raced and judged on speed and design - bus, auto, racer, truck, etc.
   b) a guest speaker - Niles Gage, a race driver who talked on car developments and parts, services needed for the operation of a car and the importance of safety factors
   c) the children wrote compositions and drew pictures of "What Happened at the Races"

Mrs. Frances Hardy
Third Grade Teacher
Mallett Elementary School
Farmington, Maine

Communication Skills

Description of the Program:

The development of communication skills cannot start too early in a child's life. The program described below was designed to help children develop their own communication skills and at the same time learn about individuals in the local community school system whose job requires them to have good communication skills.

Concepts:

1. There are many things I can do
2. I learn to do many things easily while there are other things which are more difficult to learn
3. Everyone who works helps others
4. People have different responsibilities and some direct the work of others
5. There are different requirements for every career
6. A person may be skilled and happy in several different careers and work experience helps him/her make the best decision
7. When a person plans his career over a period of time he may be happier and more successful as a result

Objectives:

The children will:

1. learn about interviewing through role-playing
2. be able to use the telephone to make an appointment
3. be able to interview an adult
4. become acquainted with the careers of some of the people around the school by interviewing them
5. learn to use a camera and something about photography
6. become acquainted with how a newspaper is made and distributed

Activities:

1. The children role-played making an appointment over the telephone

2. The children role-played interviewing adults

3. School personnel were contacted over the phone by the children who made arrangements to meet with them

4. The children interviewed the following school personnel:

Mr. Brennick - Superintendent
Mr. Marks - Assistant Superintendent
Mr. Bailey - Assistant Superintendent
Mr. Libby - Principal
Mrs. Sawyer - Hot Lunch Director
Miss Beane - Librarian
Mrs. McLaughlin - Career Ed. Coordinator
Mrs. Whittier - Secretary
Mrs. Ferrari - Duplicating Center Operato
Mrs. Peters - A-V Coordinator
Mrs. Hutchins - Custodian
Mr. Luce - Custodian
Mr. Smith - School Director

5. Pictures of individuals interviewed were taken by the children

6. The children wrote up the interviews and included pictures

7. A newspaper editor visited the class (Jerry Javine, Wilton Times)

8. The children viewed filmstrips taken inside a newspaper office and listened to commentary that accompanied it

9. A visit was made to the photography department of the University of Maine at Farmington and the children learned how films were developed. Enlarged pictures were made of the photographs they had taken

Resources and Materials:

Camera and tape recorder

Evaluation:

1. Skills of interviewing
2. Knowledge of jobs of school personnel
3. Knowledge about photography
4. Knowledge about newspaper plant and jobs
5. Ability to use the telephone properly
6. Ability to write job descriptions

Mrs. Jean Kozlowski
Third Grade Teacher
Wilton Central School
Wilton, Maine

Shelter and Me

Description of the Program:

The development of shelter as a basic human need is described in the third grade unit which follows. The study of shelter and the careers related to it was integrated into all phases of a self-contained classroom curriculum with particular emphasis on the language arts.

Concepts:

1. People need to get along with others
2. Everyone who works helps others
3. People have different responsibilities and some direct the work of others
4. People work for many reasons but all careers are related in some way
5. Careers can be classified, grouped and compared in many ways; the "cluster" study procedure is one such way
6. Some things can be done better in certain places
7. There are many different things which are made, grown, mined and collected
8. It takes many different abilities to obtain or produce a certain product
9. It takes special machinery, equipment and parts to get a certain product ready for use and these come from many different places

Objectives:

The children will:

1. understand the reasons for shelter and the different kinds of shelter
2. become aware of the people who help provide shelter in the local community
3. become acquainted with the tools and materials necessary to provide shelter
4. find increased meaning in the classroom curriculum through the study of shelter

Activities:

1. The class discussed what shelter is, the purpose of shelter and what makes a good shelter. They listed the types of shelter noted on the way to school

2. The children made a bulletin board display of different

kinds of shelter

3. A filmstrip was made on the story of shelter

4. The children made individual cards explaining different kinds of shelter

5. A filmstrip was viewed on "Animal Shelters"

6. From a discussion of "What are the things that make houses different?", and the use of pictures of different shelters, the students developed a vocabulary list and drew pictures of their own houses

7. Using the tape recorder, the children talked about "What I like best about my house", worked on vocabulary and completed a worksheet on houses which required them to label the different parts

8. A movie introduced the different occupations related to how a house is built. The vocabulary of the careers - architect, blueprint, contractor, etc., were learned. An architect's blueprint of floor plans was studied. A floor plan of the classroom was made and students practiced measuring and drawing it to scale

9. The building of a house was discussed accompanied by slides showing pictures of the excavation and building process. New vocabulary words were learned - power shovel, foundations, etc.

10. A discussion of the role of the carpenter was held and and students brought in tools of the trade and discussed them. Games with pictures of tools were played

11. A series of mini field trips with 3 to 5 students each were taken to the following places:

    a) L.C. Andrews Lumber Yard
    b) The High School Carpenter Shop
    c) Davis Brothers
    d) a house under construction

Mrs. Connie Durrell
Fourth Grade Teacher
Cushing School
Wilton, Maine

Careers in Maine

Description of the Program:

In the fourth grade students study Maine history and geography. As part of the study the students researched the various career opportunities in Maine. While the program was intended to fall into the Social Studies area it was actually integrated into all aspects of the fourth grade curriculum.

Concepts:

1. There are many things I can do
2. Everyone who works helps others
3. People have different responsibilities and some direct the work of others
4. People work for many reasons but all careers are related in some way
5. Some things can be done better in certain places
6. The location of natural resources determines in part where many people live and work and spend their time
7. Distances between places limits the flow of materials and people
8. There are many different things which are made, grown, mined and collected
9. As natural resources run out products are no longer made or are made differently

Objectives:

The children will:

1. learn about the history and geography of Maine
2. learn about the various careers in Maine
3. develop self-understanding through pursuing their own interests
4. be provided an opportunity for creative experiences using careers as the theme

Activities:

1. The students viewed fifteen films pertaining to Maine

2. Slides and filmstrips were used showing different occupations in Maine

3. The children learned to use the newspaper and magazines to pick out examples of careers in Maine

4. A bulletin board was constructed with a central focus on Careers in Maine. A list of careers in different parts of the state were mounted on a large map of the state

5. A Maine Career booklet was made that listed jobs in Maine

6. A penmanship lesson required the students to complete a sentence asking them what they wanted to be when they grew up

7. In art the students created something pertaining to the Maine Career which interested them using any medium - posters, clay, mobiles, construction, drawing, etc.

8. A career party was held where students came dressed in clothes suitable to a career of his choice and role-played the part

9. The children wrote reports about the Maine career they selected to research

10. A mobile was constructed showing a comparison between jobs in the Maine State government and the U.S. Government

Mrs. Eliane Woodward
Fourth Grade Teacher
Fairmount School
Bangor, Maine

"Our City"

Description of the Program:

"Our City" (Bangor) was a career awareness unit integrated into the fourth grade curriculum. The intent of the unit was to help fourth grade students become acquainted with their community and the careers involved, in relation to the content covered in the classroom. The part of the career awareness unit described below is related to spelling (other parts of the unit are available from Mrs. Woodward).

Concepts:

1. There are many things I can do
2. I like to see the results of the things I do
3. I learn to do many things easily while there are other things which are more difficult to learn
4. People need to get along with others
5. Everyone who works helps others
6. People have different responsiblities and some direct the work of others
7. Rules and regulations are necessary to work effectively
8. People work for many reasons but all careers are related in some way
9. Careers can be classified, grouped and compared in many ways; the "cluster" study procedure is one such way
10. Some things can be done better in certain places

Objectives:

The children will:

1. become better acquainted with their city
2. learn the correct spelling and meaning of words related to various careers in "Our City"
3. experience relevancy between school and the world of work outside the school

Activities:

1. The children were introduced to the need for correct spelling and word understanding of the following city services:
    a) U.S. Post Office - complete address spelled correctly and written neatly
    b) Library - filling out book request

    c) Recreation Department - filling out forms for hockey, Little League, swim team, drop-kick football, winter sports teams, little theater

2. Instructional procedures included:

    a) group teaching - a word list was given to groups of two or three children who tested each other and corrected each other's work
    b) a teacher-selected list of twenty-five words for twice-weekly class check
    c) a spelling bee with boys vs. girls, captains choosing sides and the pantomime game. Rules for the pantomime game are as follows:
        1) the children block printed two copies of the words: equipment, radiator, municipal, traffic (or any group of four words from the spelling list) on 3x6 inch manila paper
        2) two teams of nine students each are selected
        3) each team is given the letters to form the word (each team had the same word)
        4) silently each team arranges the letters to form the word (each team has same word)
        5) the first team to line up with correctly spelled word wins

3. A spelling word list was developed by the students from the telephone book, City Map (from Chamber of Commerce) and with help of parents and friends included:

    a) names of streets, avenues and roads, especially those on which the students live
    b) names of city hall workers:
        city manager
        tax collector
        recreation department
        city clerk
        water department
        motor pool
    c) names of the local schools
    d) words related to Fire Department activities:
        Fire Chief
        hose
        emergency
        inhalation
        catastrophe
        siren
        ladder
        dalmation
        rescue
        danger
        hydrant
        smoke
    e) words related to Police Department activities:
        patrol
        traffic
        meter
        jail
        uniform
        lights
        equipment
        arrest
        ticket
        duty
        radar
        radio
    f) company-related words:
        beverage
        burial
        blueprint
        automobile

children
laundry
florist
radiator
agency
cinema
furniture
nursery
wholesale

4. The students were introduced to, and used, resources for spelling words:

   a) Telephone Book
   b) City Map (from Chamber of Commerce)

Evaluation:

1. The children were dictated selected words
2. The children used dictated words in sentences
3. The children demonstrated ability to use the Telephone Book
4. Through class discussion students demonstrated awareness of various city services and careers related to them

Mrs. Edith Jordan
Fourth Grade Teacher
Farwell School
Lewiston, Maine

Maine History

Description of the Program:

In an effort to learn about contemporary life in Maine, children study the historical developments which led to the present. The following activities describe how the study of Maine History and careers today were integrated into a meaningful experience for fourth grade children.

Concepts:

1. People need to get along with others
2. Everyone who works helps others
3. People have different responsibilities and some direct the work of others
4. People work for many reasons but all careers are related in some way
5. Some things can be done better in certain places
6. The location of natural resources determines in part where many people live and work and spend their time
7. Distances between places limits the flow of materials and people
8. There are many different things which are made, grown, mined and collected
9. It takes special machinery, equipment and parts to get a certain product ready for use and these come from many different places

Objectives:

The children will learn about:

1. the History of Maine and the people who helped make the history
2. the relationship of the past to the present and the people who helped make it possible
3. some of the careers in Maine and how they have developed

Activities:

1. A Forest Ranger visited the class and talked about the past as well as his career at present. He showed a film and brought mock-up

2. A field trip was taken to the Historical Museum in Auburn. Upon returning the children listed all the careers they observed

3. Mr. Perkins of the State Department of Education visited the class and talked about the development of the newspaper and the careers related to it

4. A field trip was taken to the Maine State Museum and Indian exhibit. Careers related to observations made at the Museum, as well as going to and from it, were discussed in class

5. A field trip was taken to Seltzer and Rydholm Co. and the careers in this industry

6. Films were viewed in class on:

    a) the shoe industry
    b) logging
    c) candy making
    d) the fishing industry
    e) paper manufacturing

7. Other activities in the classroom related to History of Maine and careers involved:

    a) role-playing
    b) posters
    c) films
    d) slides
    e) filmstrips
    f) study sheets

Mrs. Constance Durrell
Mrs. Trudy Dawson
Mrs. Sally Smith
Mr. John Backus
Cushing School
Wilton, Maine

Elections, Voting Rights and Careers in Government

Description of the Program:

Various aspects of the operation of the government are studied in the fourth and fifth grade Social Studies curriculum. The following is a description of a unit on elections and careers cooperatively planned by four teachers at Cushing Elementary School. While each teacher implemented the unit to meet the needs of their own students the description represents a composite of their activities and procedures.

Concepts:

1. Everyone who works helps others
2. People have different responsibilities and some direct the work of others
3. People work for many reasons but all careers are related in some way
4. Rules and regulations are necessary to work effectively
5. There are different requirements for every career
6. A person may be skilled and happy in several different careers and work experience helps him/her make the best decision
7. Some things can be done better in certain places

Objectives:

The children will.

1. learn about the election process as a part of the operation of our government
2. meet individuals who are directly involved in the local election process and find out what they do
3. conduct a mock election and learn all the steps in the process
4. have a better understanding of the role of the State Government after a visit to the Capitol
5. learn more about the importance of voting

Activities:

1. The students studied the area of government at the local, state and Federal levels and the role of elections in the democratic process

2. A mock election was planned to be held at the school

3. Campaign speeches were written and presented

4. Debates were conducted on the election issues

5. The students constructed ballot boxes and voting booths

6. Election ballots were printed in school

7. Political candidates were chosen in a primary election conducted in the school

8. Resource people visited the class and discussed with the students what they do and how they feel about what they do. These included:

    a) a representative of the Registration Board
    b) a ballot clerk
    c) the printer of the ballots
    d) a member of the town crew that sets up the election place

9. The students visited the Wilton election polls

10. Three of the classes visited the State Capitol in Augusta and observed the Senators and Representatives in session

11. The Art Gallery of all Maine Governors at the State Capitol was visited

Mrs. Rosemary Cunion
Fifth Grade Teacher
Dingley School
Lewiston, Maine

"Fortune Telling - The Year 2000"

Description of the Program:

For children now in elementary school the new century will represent the period in their lives when they will be working for a living. To help them become more aware of some of the possibilities which might be available the class discussed careers of the past and those of the present and what may be the careers of the future. The activities noted below are examples of an attempt to help broaden the horizons for the children.

Concepts:

1. Everyone who works helps others
2. People have different responsibilities and some direct the work of others
3. People work for many reasons but all careers are related in some way
4. There are different requirements for every career
5. Some things can be done better in certain places
6. The location of natural resources determines in part where many people live and work and spend their time
7. People change and so the careers they follow often change during life
8. People change careers because society changes its needs and values
9. People who do not adapt to the changes in society may have difficulty earning a living
10. Career changes occur because of the changes in the way products are made

Objectives:

The children will:

1. become more aware of the past and its impact on the present
2. become more aware of the present and how much change has occurred
3. look toward the future and the role they may play in it

Activities:

1. A field trip was taken to the State Museum in Augusta where the students had an opportunity to:
    a) view the history of the past in Maine
    b) observe the various careers related to operating a museum

    c) take pictures

2. The students wrote resumes of the various museum careers upon return to the classroom:
    a) librarian
    b) archeologist
    c) archivist
    d) art historian
    e) artist

3. A discussion was held relating to the work of the people involved in the trip to Augusta:
    a) bus drivers
    b) food handlers

4. When slides of the trip were returned the students re-lived the trip to Augusta and discussed the various careers observed

5. The class watched a slide presentation by another fifth grade group who went to a weather station. They learned about the careers in meteorology and aviation

6. The students worked with career kits provided by the NOW Program

7. Reports were written on "Fortune Telling - The Year 2000" where they were encouraged to explore what might happen to them individually during that time

Donald F. Guilford
Fifth Grade Teacher
Dr. L.S. Libby School
Milford, Maine

Exploring

Description of the Program:

The fifth graders in Dr. L.S. Libby School in Milford have been provided an opportunity this year to demonstrate responsibility through the exercise of freedom. Each student researched a career field and then had an opportunity to spend a day away from school visiting with an individual engaged in a similar career. The program was integrated into the curriculum through the language arts area.

Concepts:

1. Everyone who works helps others
2. People have different responsibilities and some direct the work of others
3. Careers can be classified, grouped and compared in many ways; the "cluster" study procedure is one such way
4. There are different requirements for every career
5. A person may be skilled and happy in several different careers and work experience helps him/her make the best decision
6. Some things can be done better in certain places
7. People need income for the basic necessities of life as well as for other aspects of living and this income is usually acquired by working
8. Career changes occur because of the changes in the way products are made

Objectives:

The children will:

1. learn more about their own interests
2. research their career interest area
3. will demonstrate initiative and responsibility as they pursue an independent project
4. demonstrate increased skills in the language arts area

Activities:

1. The career interests of the fifth grade students were assessed

2. The students selected a career of their own interest and started to research it relative to opportunities, education required, etc.

3. An individual field trip opportunity was provided students to visit a person or place related to their career interest. They could have one day off from school for the visit but they had to make all arrangements for the visit and ask the interview questions

4. An alternative to the field trip, if a student preferred, was to make arrangements for an outside resource person to visit the class and talk about his career

5. The students continued the research on their career project report using books from the library and from private sources as well as first hand information from an individual already in the field

6. Individual career reports were presented to the class and displayed in the hall

7. The entire fifth grade participated in a follow-up activity in the form of a class trip to: Radio Station W A B I, Bangor International Airport, McDonalds, Merchants National Bank, Penobscot County Jail.

Mrs. Leona Bates
Fifth Grade Teacher
Martel School
Lewiston, Maine

Communication Skills

Description of the Program:

Career awareness can be integrated into various aspects of the curriculum. The following career activities were involved in building communication skills as part of the language arts program and in social studies as the children extended their awareness of the local community through a study of careers.

Concepts:

1. People need to get along with others
2. Everyone who works helps others
3. People have different responsibilities and some direct the work of others
4. People work for many reasons but all careers are related in some way
5. Careers can be classified, grouped and compared in many ways; the "cluster" study procedure is one such way
6. There are different requirements for every career
7. Some things can be done better in certain places
8. It takes many different abilities to obtain or produce a certain product
9. People need income for the basic necessities of life as well as for other aspects of living and this income is usually acquired by working

Objectives:

The children will:

1. become acquainted with their parents' occupation
2. prepare interview questions to ask their parents
3. become aware of local career opportunities

Activities:

1. Pupils read "A Pocketful of Pride", Open Highways[5], Scott Foresman & Co.

2. The children discussed the occupations of their parents

3. Plans were developed to help children discover their parents' occupations as a step to broadening to other types of career opportunities

4. Students developed a list of interview questions regarding their parents' career:

a) name
b) title of position
c) length of employment
d) special education/training
e) ratio of men and women
f) vacations
g) advantages, disadvantages
h) advancement opportunities
i) union membership
j) fringe benefits
k) number and category of workers
l) nature of work environment
m) minimum age
n) job satisfactions
o) recommended for youth

5. Articles used or produced by parents were placed on display: forms (morgage, loans, memos), rolls, moccasins, shoes, auto ads, cars, tools, medicine, menus, weather tapes, commercials, schedules, dog, sandwich, bills, calendars, telephone directory, books on butchering, T.V. components, snapshots, Ohms meter, assorted wires

6. Filmstrips and records used included:

    a) "What Fathers Do", ECF201
    b) "What Mothers Do", ECF202
    c) "Occupational Clusters", ECF204-13

7. Dr. John Gallagher, Veterinarian, visited the class and talked about his work

8. Field trips included:

    a) the State Museum and Legislature
    b) a mini walking trip to the Lisbon Street Fire Station and the Davis Cadillac Garage
    c) Portland Jetport
    d) Portland Freight Terminal

    (The project was recognized by the local radio station who dedicated a program to it.)

9. The children recorded the occupations of their parents and other members of their families on a form entitled, "Jobs I Know", furnished by the NOW Program staff

Mrs. Gweneth Strout
Fifth Grade Teacher
Milbridge Elementary School
Milbridge, Maine

A Trip to the Hospital

Description of the Program:

Despite the advances in technology there are many fields of work which still require the services of people with varying interrelated responsibilities. The Hospital is one such area. The field trip described below was designed to help students understand the relationships and responsibilities required to provide service to the community.

Concepts:

1. People need to get along with others
2. Everyone who works helps others
3. People have different responsibilities and some direct the work of others
4. People work for many reasons but all careers are related in some way
5. Careers can be classified, grouped and compared in many ways; the "cluster" study procedure is one such way
6. There are different requirements for every career
7. Some things can be done better in certain places
8. The location of natural resources determines in part where many people live and work and spend their time
9. Distances between places limits the flow of materials and people
10. People need income for the basic necessities of life as well as for other aspects of living and this income is usually acquired by working

Objectives:

The children will:

1. prepare to visit a Community Hospital
2. become aware of the many different careers required in a hospital
3. organize and give a report on their field trip to other students

Activities:

1. The students prepared for their visit to a hospital - what to look for, etc.

2. A trip to the Down East Community Hospital in Machias was taken by the fifth graders, their teacher and a teacher aide (Mrs. Kennedy)

3. The Hospital Administrator, Mr. Merserve, arranged for the students to:

    a) become acquainted with the hospital and the procedures
    b) become aware of the many career opportunities

4. The students organized a report on their field trip for presentation to sixth, seventh, and eighth graders. It included a presentation on the qualifications and duties of the:

    a) Hospital Administrator and his administrative staff which includes:
        - supervisor
        - bookkeeper
        - secretaries
        - clerks
        - telephone operators
        - admission personnel
        - public relations personnel
    b) the doctors and their specialists
    c) the nurses and nursing personnel
    d) many others including:
        - dietician
        - pharmacist
        - engineer
        - hospital librarian
        - housekeeper
        - physical therapist
        - occupational therapist

5. The students provided each classroom with a brochure on what goes on in a hospital, and a guide to nursing programs in Maine

Mrs. Betsy Bulmer
Sixth Grade Teacher
Ingalls School
Farmington Maine

The Individual and Careers

Description of the Program:

Career Awareness is introduced through a number of units in the sixth grade curriculum. The unit described below is a combination of two related to the Language Arts area. The program has as its theme, "The Individual and Careers".

Concepts:

1. There are many things I can do
2. I am both similar and different from others
3. I learn to do many things easily while there are other things which are more difficult to learn
4. People need to get along with others
5. Everyone who works helps others
6. People have different responsibilities and some direct the work of others
7. People work for many reasons but all careers are related in some way
8. There are different requirements for every career
9. A person may be skilled and happy in several different careers and work experience helps him/her make the best decision
10. Some things can be done better in certain places
11. When a person plans his career over a period of time he may be happier and more successful as a result
12. People need income for the basic necessities of life as well as for other aspects of living and this income is usually acquired by working
13. People who do not adapt to the changes in society may have difficulty living

Objectives:

The children will:

1. become aware of their own personality, attitudes, and grooming habits and the relation between these qualities and careers
2. become aware of their parents' interests, hobbies and careers
3. become aware of how careers are related to personal interests
4. develop a sense of pride in their parents' work as they become better acquainted with its contribution to the community

Activities:

1. Students each made a chart with list of positive and negative characteristic traits about themselves

2. Students read Cavalcades work book and Little Britches

3. Students kept a personal check list and attempted each week to show improvement

4. Students wrote themes about

    a) What I am Like Now
    b) How I am Different
    c) How Would I Like to Be
    d) My Strengths and Weaknesses

5. Mrs. Elizabeth Marks, Home Economics Professor at the University of Maine at Farmington talked to the class about good grooming on the job

6. The students discussed ways to improve appearance, attitude, and personality

7. A bulletin board was constructed with rules for good grooming. It was done with oil materials, catalogues and colorful fabrics

8. The students learned to improve their communication skills through accepting contructive criticism from the class on:

    a) oral reports
    b) reciting poetry
    c) telling jokes
    d) dramatizing
    e) role-playing life situations

9. The activity cards in the Individualized Scholastic Reading Program were utilized

10. A list of the qualities of a good citizen was made:

    a) at work in the classroom
    b) in the school community
    c) in areas of recreation (playground and physical education)

11. The students chose a "Citizen of the Week"

12. A list was made of parents' hobbies, leisure time activities and careers. These were compared with the list of hobbies and leisure time activities of the students

13. Students made a figure showing the proportion of time each

day an individual spends doing different things

14. A discussion was held regarding career possibilities related to hobbies and interests

15. Guests from the community visited the class and talked about their careers:

    a) Mr. Raymond Orr, Police Chief
    b) Mr. James Murphy, UMF Resident Assistant

16. Small groups of students were taken to parents' place of work:

    a) Mr. Edgar Davis, Carpenter
    b) Mr. Bernard Williams, Truck Driver
    c) Mrs. Kevin Mullin, Secretary, UMF Public Relations
    d) Mrs. Gail Ouellette, Head Start Director
    e) Mrs. Roberta Richardson, Registered Nurse
    f) Mrs. Roxanne Block, Lab Technician

17. A bulletin board was constructed with the pictures of parents and the names of their careers

Mrs. Grace Trainor
Sixth Grade Teacher
St. Mary's Public School
Lewiston, Maine

"Turning On" through Career Awareness

Description of the Program:

The sixth grade career awareness program described below started out originally in the fall as part of a one hour per week Social Studies unit. It became so meaningful for the students that is was expanded to two days a week and integrated into all of the curriculum offerings in a self-contained classroom. (The following is a composite of activities, not a single unit.)

Concepts:

1. There are many things I can do
2. There are some things I do which make me feel good
3. I am both similar and different from others
4. I learn to do many things easily while there are other things which are more difficult to learn
5. People need to get along with others
6. Everyone who works helps others
7. People have different responsibilities and some direct the work of others
8. Some things can be done better in certain places
9. The location of natural resources determines in part where many people live and work and spend their time
10. It takes many different abilities to obtain or produce a certain product
11. People need income for the basic necessities of life as well as for other aspects of living and this income is usually acquired by working

Objectives:

The children will:

1. through a career education approach find their studies more interesting and valuable for them personally
2. become aware of the many career opportunities in the local community
3. be able to assess their own interests and how they relate to the available careers
4. become aware how the school and community come closer together as individuals from the community take part in the career awareness program

Activities:

1. The students made a family tree showing the occupations in

which their parents are engaged.

2. The SRA Self-Interest Survey was completed following which their results were placed on a Pupil's Profile Sheet.

3. The class put on a hobby show

4. The children completed, "The Three Things I'd most like to be when I grow up"

5. A master experience chart was made of a tally of the responses and divided according to Professional, Semi-Professional and On-the-Job Training

6. A discussion was conducted on the three classifications of careers

7. The students developed a bulletin board entitled, "Why Work?", which was surrounded by the reasons the students gave

8. Field trips were taken to:

    a) McDonald's
    b) Dunkin' Donuts
    c) Bates College
    d) Pioneer Plastics
    e) the Public Library

9. Pictures were taken and recordings made of the field trips and replayed in class for discussion purposes.

10. Resource speakers visiting the class included:

    a) a policeman
    b) a mailman
    c) the school nurse
    d) the teacher (as a teacher)

11. Filmstrips and cassettes relating to the above field trips and the careers of the resource people were used in class

12. Puzzles and books on careers were used at leisure times during the day

13. Job interviews were discussed. Students had an opportunity to complete sample job applications

14. The integration of careers and curriculum was present in all subject areas. The following are examples:

    a) career words made up the spelling lists
    b) ideas on careers were used for collages in art
    c) the commerical games "Careers" and "Finances" were

used in social studies and mathematics
- d) letters of thanks were used as part of the language program
- e) job applications involved both spelling and language as well as developing a reading vocabulary

Evaluation:

1. Attendance in school greatly improved (students were afraid they would miss something).
2. Motivation in all subject areas is much higher
3. Interest in their surroundings has increased
4. The students' own self concept has become more positive

Mr. Richard Dennis
Sixth Grade Teacher
McMahon Elementary School
Lewiston, Maine

Broadening the Career Awareness of Sixth Graders

Description of the Program:

The program outlined below attempted to utilize the theme of careers as an integrating factor within all facets of a curriculum unit for the sixth grade. Students pursued their individual interest areas and one career was studied in depth. This was done in a manner so that students were exposed to careers but without pressure.

Concepts:

1. People need to get along with others
2. Everyone who works helps others
3. People have different responsibilities and some direct the work of others
4. Careers can be classified, grouped and compared in many ways; the "cluster" study procedure is one such way
5. There are different requirements for every career
6. Some things can be done better in certain places
7. It takes special machinery, equipment and parts to get a certain product ready for use and these come from many different places
8. People need income for the basic necessities of life as well as for other aspects of living and this income is usually acquired by working
9. People change careers because society changes its needs and values

Objectives:

The children will:

1. become more aware of careers
2. research one or more careers
3. study in depth one career
4. will integrate their career study within the existing curriculum

Activities:

1. A class discussion of careers in general was conducted

2. The students selected from a list of fifty careers their first, second and third choices of ones they would like to know more about

3. The top eight careers on the students' lists was compiled

4. The class voted on a career in aviation as the one to pursue in depth

5. A program was prepared on the careers of a pilot and a stewardess as related to air transportation

6. Books, pictures, filmstrips and tape recordings provided the class an overview of aviation

7. The students were asked to write out ten questions they would like to ask a pilot and a stewardess based on the material previously seen, read and discussed

8. A pilot came to class and after a brief presentation responded to questions from the students

9. A similar procedure was followed when a stewardess visited the class

10. The class took a field trip to the Lewiston-Auburn Airport where the manager explained the operations of the air terminal

11. The students wrote reports on their experiences which they presented to the class on a voluntary basis

Mr. Douglas Lockwood
Miss Sharon Cram
Mr. Herman Carlstrom
Wilton Academy
Wilton, Maine

A Model Community

Description of the Program:

The Language Arts classes of Wilton Academy developed a plan to provide a Career Awareness experience for sixth grade students through the design of a model community. The description below demonstrates how the career education experience was developed and integrated into the curriculum.

Concepts:

1. People need to get along with others
2. Everyone who works helps others
3. People have different responsibilities and some direct the work of others
4. People work for many reasons but all careers are related in some way
5. There are different requirements for every career
6. Some things can be done better in certain places
7. The location of natural resources determines in part where many people live and work and spend their time
8. It takes many different abilities to obtain or produce a certain product

Objectives:

The children will:

1. broaden their self-awareness
2. identify their oral and written skills which need to be developed and a plan organized to incorporate the learning into the career awareness program
3. enlarge their awareness of the world of work
4. learn to recognize that language is an important "tool" in the world of work
5. be exposed to the local work situations
6. be provided the opportunity to have hands-on experiences

Activities:

1. The students studied the factors associated with planning and designing a model community.

2. Mr. Mitchell of the University of Maine at Farmington Geography Department helped the students select a site and consider such ecological factors as:

    - a) size
    - b) population
    - c) zoning
    - d) pollution control

3. Local resource people talked to the class:

    - a) post office workers
    - b) newspaper publisher
    - c) vocational students from the High School

4. Plans were drawn up for the model community which took into account the previous factors. In addition, the students identified the industries, careers, recreational facilities and governmental services to include in the community

5. A name was selected for the community

6. Elections were held for the model town officials

7. Blueprints and drawings of the town were made

8. Mini field trips related to individual career interests taken:

    - a) the town office
    - b) a restaurant
    - c) a drafting class
    - d) the high school
    - e) a newspaper plant
    - f) a supermarket
    - g) the court
    - h) a beauty shop
    - i) a primary school
    - j) a garage
    - k) a veterinarian
    - l) a roller rink

    (parents were involved in taking students on the mini field trips)

9. Photography and art were incorporated into individual projects

Mr. Marc Lavoie
Teacher, Intermediate Special Class
St. Mary's Public School
Lewiston, Maine

Career Awareness in the Special Class

Description of the Program:

The needs of students in special classes are similar to those of other children. The program described below was designed to help the students be aware of some of the opportunities available to them when they enter the world of work.

Concepts:

1. There are many things I can do
2. I like to see the results of the things I do
3. I do things to help others
4. I am both similar and different from others
5. I learn to do many things easily while there are other things which are more difficult to learn
6. There are some things I do which make me feel good
7. People need to get along with others
8. Everyone who works helps others
9. People have different responsibilities and some direct the work of others
10. There are different requirements for every career
11. When a person plans his career over a period of time he may be happier and more successful as a result
12. Some things can be done better in certain places
13. People need income for the basic necessities of life as well as for other aspects of living and this income is usually acquired by working

Objectives:

The children will:

1. become aware of different occupations in the local community
2. become aware of the skills required in a variety of occupations
3. become familiar with some of the tools found in the occupations
4. begin to assess their likes and dislikes relative to a career
5. develop basic skills and work habits which will help them compete later on in the job market

Activities:

1. The students learned to work together toward a common goal and developed pride in their work by performing the following

classroom and school related tasks:

   a) organized their own desks
   b) washed boards, windows, shelves, desk tops, etc.
   c) organized and arranged book shelves
   d) kept the floors clean
   e) helped the custodian with the distribution of hot lunches and cleaned up the cafeteria after lunch
   f) helped the milkman with the distribution of milk to all classes

2. Bulletin boards were established with these themes:
   Would you like to be a
   a) carpenter
   b) cook
   c) painter
   d) maid
   e) telephone operator

3. The units of work centered around the bulletin boards. Tools of each occupation were introduced and opportunities provided the students to practice using the tools. Below are some of the practical tasks experienced:

   a) cooking and ironing in the classroom
   b) curtains in the classroom were washed and dried at a nearby laundromat

4. Field trips were taken to:

   a) Lewiston's new Comprehensive High School which is still under construction. This was preceeded by a film on occupations in construction. During the tour of the new school one student had the assignment of taking pictures of the men working. Another student was responsible for getting the tour guide's comments on a cassette. Both the pictures and tape were used for follow-up activities
   b) MacDonald's
   c) Dunkin' Donuts

5. The students engaged in the following special projects:

   a) cooked and served a French toast breakfast to the class
   b) constructed home-made musical stringed instruments out of wood, screws and wire
   c) made home-made root beer
   d) built bird-houses
   e) students went grocery shopping with the teacher

Chapter Four

CAREER EXPLORATION IN THE JUNIOR HIGH SCHOOL

During the adolescent years the child is maturing both physically, psychologically and socially. Questions of "Who am I," and "Where am I going" are frequently heard from this particular segment of a school's population. Career education can be a vehicle to help youth in their exploration of these relevant questions. For the junior high school student it is important that work and play be differentiated and a clear perspective be acquired prior to high school entry. Each student should be provided with an opportunity:

1. To explore a wide range of occupational choices.
2. To study the economic system for identification of career options.
3. To identify several education and training models that will prepare him for successful entry into the work world.
4. To identify those self attributes that facilitate successful interactions with others.

Career education should be a penetrating theme of the junior high school program. Learning activities must be a blend of orientational, exploratory, and hands-on career development practices. Each teacher in the junior high school should guarantee every student at least some learning experiences that demonstrate a relationship between work and theory.

A one-shot approach is not conducive to a successful career education program. All faculty members must eventually be involved in a continuous and sequential program of career education. A broadly based junior high school program must culminate in a choice for every student that offers a reasonable chance of success.

The following Career Exploration concepts, activities and units are provided as examples for teachers who want to implement career education within their classroom. They have been developed and field-tested in selected Maine middle and junior high schools. Career Awareness continues along with the introduction of exploratory experiences in the junior high school and the activities which follow include both of those components.

Mr. Dan Deraspe, Instructor
Mt. Blue Junior High School
Farmington, Maine

Junior High School Social Studies

Description of the Program

The 8th grade Social Studies course consists of: 1) U.S. History, 2) Social Issues and 3) Maine History. This career exploratory effort was integrated into the "Social Issues" segment in an effort to help students become more aware of their own community, some of the successful individuals in the community, and the personal characteristics associated with building an effective community.

Concepts:

1. People need to get along with others
2. Everyone who works helps others
3. People have different responsibilities and some direct the work of others
4. Rules and regulations are necessary to work effectively

Objectives:

The students will:

1. be exposed to the various careers in the community.
2. be exposed to the positive aspects of what a person can do with his life.
3. meet people who have "made it".
4. identify their own interests.
5. become acquainted with their own aptitudes.
6. investigate careers related to their own interests and abilities.
7. be exposed to career alternatives.
8. become acquainted with local opportunities related to their area of interest.

Activities:

1. The University of Maine at Orono Cooperative Extension Service Bulletin, "Let's Explore Your Career", was used to help the students explore their interests and aptitudes.

2. The following films and filmstrips were viewed and discussed in class:

   a) Exploited Generation (Guidance Associates)
   b) Dare to be Different (Guidance Associates)
   c) Career Guidance program presenting unrehearsed in-

terviews with men and women in 60 occupations (Educational Progress Corporation)

d) The Career Laboratory Game was played in the classroom (Educational Laboratory Corporation)

3. Various books and pamphlets from the Guidance Office were available.

4. The students developed a series of interview questions to ask people in their area of career interest (samples attached)

5. Field trips were taken in groups of 3 and 4 students in which they interviewed various local people at a:

    a) bank
    b) pharmacy
    c) clothing store
    d) used car sales lot

6. Students presented reports to the rest of the class on their interviews.

Evaluation

1. Development of visitation plans
2. Presentation of report on trips
3. Participation

Samples of the Career Education Student Interviews

CLOTHING STORE

1. Do you find this job interesting?
2. How long have you been in this business?
3. What kind of training does it take for your line of work?
4. How would you rate your products?
5. What are your hours here?
6. Does this job bring in a good salary?
7. What is the average age of your buyers?
8. Do many women come to buy items?
9. How did you get interested in this job?
10. What is the most important ability needed for this job?
11. What is the most satisfying thing in your job?
12. Do you like your job?
13. Would you choose a different career if it were possible?

BANKER

1. What influenced you to become a banker?
2. What qualities do you look for in an employee?
3. What makes a bank work?
4. What precautions do you take in the prevention of robbery?
5. Have you ever had a dishonest employee?
6. What does the board of trustees do for the bank?
7. What do you consider the best investment a person can make?
8. What kind of training did you have?
9. What does the average bank manager make?
10. What kind of hours do you work?
11. What are the working conditions like?
12. Do you find your work boring at times?
13. What are the most satisfying things about the work?
14. Do you think your work is creative?
15. Is there much room for individualism in banking?
16. Are you proud to be a banker?

Mr. Robert Hammond
Social Studies Teacher
Narraguagus High School
Harrington, Maine

Archeology

Description of the Program

The 9th Grade Social Studies curriculum at Narraguagus High School includes a one semester course entitled "Survey of Western Civilization" and one entitled "Tradition and Change". In the "Tradition and Change" course the students are introduced to history from an anthropological approach with emphasis on the migration of man to the new world and in particular to that section of Eastern Maine known as Washington County. The career exploration experience which follows is concerned with the many changes which have occurred over time and the part archeology has played in studying those changes.

Concepts:

1. Careers can be classified, grouped and compared in many ways; the "cluster" study procedure is one such way
2. There are different requirements for every career
3. Some things can be done better in certain places
4. The location of natural resources determines in part where many people live and work and spend their time
5. There are many different things which are made, grown, mined and collected
6. It takes many different abilities to obtain or produce a certain product
7. It takes special machinery, equipment and parts to get a certain product ready for use and these come from many different places
8. As natural resources run out products are no longer made or are made differently
9. Some careers require both preparation and a certificate or license

Objectives:

The students will:

1. gain an appreciation and understanding of the present as they study the past through various hands-on archeological experiences.
2. become acquainted with the careers related to archeology.
3. experience relevancy between the classroom study of history and the world of work.
4. demonstrate responsibliity through successfully pursuing a project.

Activities:

1. The semester of "Tradition and Change" covered history from a cultural anthropological approach.

2. Archeology was introduced as one approach to cultural anthropology.

3. The students were introduced to the work of the archeologist and the care which must be taken in exploring.

4. Careers related to archeology were discussed and a number identified. Students indicated their choice of the following archeology-related careers and an expedition was planned with each student carrying out the role of his interest:

    a) archeologist
    b) secretary
    c) recorder
    d) geologist
    e) historian
    f) librarian
    g) museum curator
    h) cartographer
    i) photographer
    j) news correspondent
    k) surveyor
    l) author

5. Guests visited the school and spent time with students in a presentation-seminar. These included:

    a) Mr. Ronald Kley, State Museum, Augusta
    b) Mr. Edwin Churchill, State Museum, Augusta
    c) Dr. Robert Dow, Marine Biologist
    d) Mr. James Alexander, Pigeon Hill, Maine
    e) Mr. Robert Burns, Warden, Sea and Shore Fisheries
    f) Mr. George Openshaw, Warden, Sea and Shore Fisheries

    Included in the topics discussed were:

    a) temperature and its impact on fossils
    b) disappearance of oysters and quahogs
    c) evolutionary changes in specimens
    d) display of native artifacts - arrowheads, points
    e) pre-historic people of Eastern Maine

6. Students built, procured or sent for their own archeological equipment and materials.

    a) grading screens
    b) small pick axes (from State surplus warehouse)
    c) wrote for information from museum (20 letters)
    d) metal detector made from Heath Kit at school

7. Students spent a total of three days (single day trips) on an archeological expedition in Washington County. Conservation of natural resources was stressed.

8. Artifacts were collected on the field trip and upon return to the school the artifacts were displayed in the local archeological museum.

9 The public news media was acquainted with the results of the field trips.

10. Students learned the techniques related to an archeological expedition:

    a) plot layout
    b) sifting
    c) recording
    d) historical research
    e) filing

Mrs. Lorenza Piper, Instructor of Home Economics
Jordan Junior High School
Lewiston, Maine

Human Relations

Description of the Program

This is the description of a 9-week mini course in human relations for 9th grade girls at Jordan Junior High School which meets for 45 sessions. Through class discussions, field trips and community visitors students learn to better understand themselves and others and the various careers in the human relations field.

Concepts:

1. People need to get along with others
2. Everyone who works helps others
3. People have different responsibilities and some direct the work of others
4. People work for many reasons but all careers are related in some way
5. Careers can be classified, grouped and compared in many ways; the "cluster" study procedure is one such way
6. There are different requirements for every career
7. A person may be skilled and happy in several different careers and work experience helps him/her make the best decision
8. When a person plans his career over a period of time he may be happier and more successful as a result
9. People need income for the basic necessities of life as well as for other aspects of living and this income is usually acquired by working
10. The amount of a person's income is determined in many different ways

Objectives:

The students will:

1. identify interests and aptitudes.
2. become aware of various helping, human-relation careers.
3. describe the requirements to enter and advance in the human-relations careers.
4. become more aware of the needs of others.

Activities:

1. Field trips included:

    a) Lewiston Senior Citizens Lunch Program at Trinity Church. Father Connors also explained his career and conducted the students on a tour of the church.

   b) Senior Citizens Boutique - active group of the elderly who make gifts for sale.
   c) Marcotte Nursing Home (for those elderly less able to be mobile). The manager talked about various careers in working with the aged.
   d) Mental Health Clinic, where the students learned what takes place when an individual requires this service. Services of Tri-County Mental Health Program and Family and Child Service were expiained.
   e) Visited the Senate and House of Representatives in Augusta, as well as the Blaine House, Library and Museum. In all settings individuals talked about their jobs and other related careers.

2. Visitors to the classroom included:

   a) Mr. Bert Gardner, a police liaison officer assigned to the school department, who talked about career opportunities in police work. He also provided information on self defense.
   b) Fire Department Officers Dionne and Belanger talked about their career. They also provided excellent suggestions on fire prevention, especially from the standpoint of the baby sitter.
   c) Mrs. Awalt of the State Division of Eye Care visited the class with her seeing eye dog and talked about the problems of the handicapped and careers in that area.
   d) Dr. Bevacqua, Director of Human Relations, talked with the students about his career and the needs in the community.
   e) The School Principal, Mr. Aliberti, talked with the class about his role, both as a principal and as a father.
   f) Mrs. Brouillette, the school nurse, talked about her role and the medical needs of the school and community.
   g) Miss Marcia Baxter, the YMCA director, talked about her job and the opportunities for professionals and volunteers in the "Y" program.
   h) Two Bates College students talked about their role as students.

3. Class discussions and use of AV aid (noted under resources)

Resources:

1. Mrs. Hazel Guyler, NOW program coordinator (Counselor)
2. Among the pamphlets and books used in the activities were the following:

   a) Building your Life, by Landis and Landis

    b) *Getting Along with Parents*, UMO Extension Bulletin # 515
    c) *Youth Services in Maine*, UMO Bulletin # 534 (used by the instructor)

3. Interest Measures:

    a) Work Values Inventory
    b) Kuder General Interest Inventory (Form E)
    c) Gordon's Occupational Check List

4. Movies and Filmstrips:

    a) *Growing Up* - Metropolitan Life Insurance Co. (plus booklets)
    b) *Phoebe* - UMO Film Library

Mr. Paul Brown, Teacher
Mt. Blue Junior High School
Farmington, Maine

Ecology and Careers in the Junior High School

Description of the Program

In the 7th grade at Mt. Blue Junior High School the science curriculum includes an emphasis on ecology and its influence on land and air as well as man. The following is a description of a career-oriented ecology unit.

Concepts:

1. People have different responsibilities and some direct the work of others
2. There are different requirements for every career
3. Some things can be done better in certain places
4. The location of natural resources determines in part where many people live and work and spend their time
5. There are many different things which are made, grown, mined and collected
6. It takes many different abilities to obtain or produce a certain product
7. People change careers because society changes its needs and values
8. Some careers require both preparation and a certificate or license

Objectives:

The students will:

1. demonstrate that they understand the basic scientific study of ecology.
2. demonstrate that they understand the influence of ecology on their own community.
3. study the influence of a shopping center on the ecological environment.
4. become acquainted with the various careers related to developing a shopping center.

Activities:

1. The students were introduced to the concepts of an ecological study through classroom materials and discussion.

2. A study was conducted of the effects on the environment of industrial and business changes by playing the game, "Building your own World", over a two week period.

3. The students planned a trip to a new shopping center for

the study of:

   a) educational requirements of various workers.
   b) career opportunities represented by various workers.
   c) the effect on the environment of the shopping center.
   d) how shopping centers handle shoplifting.

4. Based on self-selected interest, students in groups of 3 and 4 interviewed various workers at the shopping center:

   a) managers
   b) employees
   c) construction crews

Materials:

1. The game, "Building your own World"
2. Materials related to ecology taken from the text and periodicals

Evaluation

1. Students were tested on their knowledge of ecological principles.
2. Through discussion students demonstrated their understanding of the influence of any change on the ecology of man, land and air.
3. Students showed an understanding of different careers by class discussion and reports they made to the class on their interviews.

Mrs. Reta K. Herrick
Home Economics Teacher
Jordan Junior High School
Lewiston, Maine

Personal Cosmetology and Careers

Description of the Program

Good grooming has always been a part of the Home Economics curriculum. This program emphasized, however, not only good grooming and poise as a part of personal development but also the various careers related to the field of cosmetology.

Concepts:

1. Careers can be classified, grouped and compared in many ways; the "cluster" study procedure is one such way
2. There are different requirements for every career
3. A person may be skilled and happy in several different careers and work experience helps him/her make the best decision
4. Some careers require both preparation and a certificate or license

Objectives:

The students will:

1. learn the basics associated with good grooming and poise.
2. be exposed to various career opportunities in cosmetology and related career fields.
3. learn about the opportunities for preparing as cosmetologists.

Activities:

1. The students learned and demonstrated good grooming procedures in the following areas:
    - a) skin care
    - b) cosmetic application
    - c) wig selection and care
    - d) visual poise
    - e) diet
    - f) exercise and posture
    - g) wardrobe planning
    - h) personality development
    - i) image and manners
2. Literature relating to careers in the field of cosmetology was read and discussed in class.

3. Films relating to careers in cosmetology were viewed.

4. The students listened to individuals employed in the field of cosmetology.

5. Films were made of various aspects related to grooming and careers.

6. The class took field trips to become acquainted with areas of training:

    a) Beauty School
    b) University of Maine at Farmington
    c) Wig Shop

Mr. Tom Taylor
Mathematics Instructor
Mt. Blue Junior High School
Farmington, Maine

Mathematics, A Trophy Case and Careers

Description of the Program

Mathematics becomes relevant for students when they can see the application of the principles to something in their own environment. The following is a description of a project to build the school a Trophy Case during which mathematics learning was enhanced and careers related to the building industry were explored.

Concepts:

1. People need to get along with others
2. People have different responsibilities and some direct the work of others
3. Rules and regulations are necessary to work effectively
4. There are different requirements for every career
5. It takes many different abilities to obtain or produce a certain product
6. It takes special machinery, equipment and parts to get a certain product ready for use and these come from many different places
7. There are many different kinds of places where an individual can prepare for a career, some of which require a person to have certain skills or abilities to enter

Objectives:

The students will:

1. understand and apply mathematical principles through the building of a trophy case.
2. learn to identify the many operations and careers related to the building industry.
3. become acquainted with some of the careers in the community.

Activities:

1. Evidence of need for a trophy case in the school brought forth a discussion of the building of such a project as an opportunity to make a contribution to the school and at the same time help in the learning of mathematics.

2. The principles of volume and geometric formulas were discussed in class.

3. A group of students visited the University of Maine at Farmington to observe their trophy case and made a scale sketch which they showed to the class.

4. The students drew up a preliminary plan for a trophy case.

5. High school Drafting class members discussed with the students:

    a) scale drawing
    b) isometric figures
    c) three dimensional figures

6. The students finalized their plans.

7. Students figured the board feet of wood and the square feet of glass needed.

8. The cost of an electrical fixture was figured.

9. The students visited several businesses and compared costs.

10. A decision was made to change from board construction to veneer to keep within the appropriated costs.

11. The students visited a lumber yard and picked out the materials.

12. Students from the Carpentry class at Mt. Blue High School visited and discussed the use of tools.

13. A local carpenter visited the class and discussed the things to look for before beginning the actual cutting operation. He also discussed his occupation and its relation to mathematics.

14 The students in the class constructed the trophy case.

15. A group of students plan to accompany the trophy case to Lewiston to have the glass doors fitted.

16. An electrician will visit class and discuss the relationship between mathematics and electricity and help plan the installation of the lighting fixture. Students will interview the electrician.

Resources and Materials:

1. Text for 9th grade mathematics
2. Graphic drawing tools
3. Shop tools

Evaluation

1. Students demonstrated a better understanding of their own talents.
2. Students were able to figure:
    - a) volume
    - b) square feet
    - c) measurement - precision of measurement
3. Students were able to demonstrate an understanding of the various careers in the building trades through class discussion.

Mr. Maurice Pelletier
6-7-8 Teacher
Eagle Lake Elementary School
Eagle Lake, Maine

Involvement

Description of the Program

Eagle Lake School has been engaged in a Career Education program for several years. Every effort has been exerted to provide an involved experience for the 6th, 7th, and 8th grade students through the school and community and the utilization of resources beyond the confines of the local area. There has been an attempt in Eagle Lake to relate many aspects of the school curriculum and activities to careers and the opportunities for the students from the district.

Concepts:

1. People need to get along with others
2. Everyone who works helps others
3. People have different responsibilities and some direct the work of others
4. There are different requirements for every career
5. Some things can be done better in certain places
6. The location of natural resources determines in part where many people live and work and spend their time
7. Distances between places limits the flow of materials and people
8. There are many different things which are made, grown, mined and collected
9. It takes many different abilities to obtain or produce a certain product
10. It takes special machinery, equipment and parts to get a certain product ready for use and these come from many different places
11. As natural resources run out products are no longer made or are made differently
12. People need income for the basic necessities of life as well as for other aspects of living and this income is usually acquired by working
13. Career changes occur because of the changes in the way products are made

Objectives:

The students will:

1. experience career awareness and career exploration through personal involvement.
2. find relevance between the world of work and their school activities.

3. The community will play a part in the career program through their contributions.

Activities:

1. Each year a central theme is followed in career awareness and exploration. This year the focus was on lumbering.

2. Research was conducted by the students in the area under consideration and this was shared with others in the school through displays and presentations (slides, films, discussions, etc.).

3. "Hands-on" work experiences for the older students included:

    a) working as cafeteria attendants
    b) working as kitchen helpers
    c) working as custodial helpers
    d) performing an active role as class officers
    e) helping to select, order, and show films and filmstrips
    f) the discussion, formulation and implementation of student council, school policies, and regulations
    g) making bulletin boards and displays
    h) conducting a project on drugs

4. The students assumed the responsibility for the following Audio-Visual equipment used in career exploration:

    a) camera (instamatic, 8mm movie cameras)
    b) recording equipment
    c) filmstrip projector
    d) 16mm projector
    e) 8mm projector

5. The program was supported in part by food sales and school dances to buy films, cassettes, etc.

6. Field trips made up a significant portion of the career exploration program. Field trips were taken during vacation whenever possible. If not, the students were allowed 1½ days per individual for this endeavor during the school year. Field trips were taken by individuals, small groups, or the whole class in some cases. The following field trips were experienced by all or some of the students:

    a) to Fort Kent Elementary School where thirty seven resource people discussed various trades and professions on a Career Day
    b) to the Eagle Lake Water Works
    c) to a bridge building site
    d) to the Eagle Lake Lumber Company

  - e) to Fort Kent High School for a discussion of offerings in Home Economics
  - f) to the bank
  - g) to the Nadeau & Nadeau Furniture Mill in Canada
  - h) to the Burger Boy in Fort Kent
  - i) for a tour of the University of Maine at Fort Kent
  - j) to see the building of a new church and the demolition of an old church building
  - k) to the Old Folks Home
  - l) through the school boiler room and heating plant
  - m) for an outing to the Shrine Circus in Caribou
  - n) for a trip to the Court House
  - o) to the Registry of Deeds Building
  - p) to the local Town Office and Fire Department

7. Guest speakers have visited the school and talked about:

  - a) the Great Northern Paper Company forestry operation
  - b) the Chipper Mill at Portage
  - c) the Eagle Lake Water District
  - d) the heating and insulation of different types of homes (Maine Public Service Engineer)
  - e) the 13th Boy Scout World Jamboree (Boy Scouts from St. John Valley)
  - f) writing news articles (Bangor Daily News reporter)
  - g) a forester's duties and responsibilities (a forester)
  - h) the dangers of smoking - cancer
  - i) the Game Warden Services
  - j) the State Police
  - k) forest safety (Forest Rangers)
  - l) soil conservation
  - m) the Extension Service (a Home Economist)
  - n) the town's form of government (Town Manager)
  - o) health care (Public Health Nurse)
  - p) recreational athletics (local high school coaches)

8. Parents were involved with the program as they accompanied students on individual or small group field trips.

9. Publicity was an important part in the career awareness and exploration program and this was handled by a committee of students.

Mr. Ray Lafreniere, Instructor
Jordan Junior High School
Lewiston, Maine

Junior High School - Consumer Education

Description of the Program

The Consumer Education course is based on the premise that "in order to spend money wisely one must have a source of income." Therefore, an introductory unit was developed on careers to help students explore the "sources of income" as well as the benefits from various fields of work and the qualifications needed to enter these fields.

Concepts:

1. Everyone who works helps others
2. When a person plans his career over a period of time he may be happier and more successful as a result
3. People need income for the basic necessities of life as well as for other aspects of living and this income is usually acquired by working
4. The amount of income earned usually influences the things which can be purchased and the things a person can do
5. The amount of a person's income is determined in many different ways
6. There are different requirements for every career
7. A person may be skilled and happy in several different careers and work experience helps him/her make the best decision

Objectives:

The students will:

1. understand the relationship between income and expenses.
2. be able to satisfactorily complete forms related to income.
3. select one career of their own interest and be able to discuss the requirements to enter that career as well as the monetary rewards and future.
4. be able to satisfactorily complete the steps associated with applying for their initial career.

Activities:

1. A discussion of the relation between income and expenses was conducted in the class.

2. Two filmstrips were viewed - "Making a Choice" and "Choosing Your Career".

3. Sample Social Security forms were completed.

4. Each student developed his/her own resume.
5. The filmstrip, "Your Job Interview," was shown and discussed.
6. The students demonstrated proper interview procedures through role playing.
7. Sample job applications were completed by the students.
8. The Career Game was used in class.
9. The Occupational Exploration Kit was explained and utilized.
10. The students listened to discussion tapes by people in the world of work.
11. The students selected one career to investigate, following which they discussed its qualities and characteristics.
12. Maine Employment Security provided a computer print-out sheet to identify the local pay scale for each career.
13. An assignment was given to figure the approximate take home pay and a budget for the week for the career that each student selected.
14. A lecture-discussion was held on the percentage of income distribution for the average American worker.

Mrs. Marilee Dunklee, Language Arts Teacher
Miss Margaret Yeatman, Guidance Director
Dr. L.S. Libby School
Milford, Maine

Mini-Career Conferences

Description of the Program

The mini-career conferences described below were developed to help Junior High School students explore their career interests in anticipation of their future education in Old Town. The experience was intended to provide relevancy to the language arts curriculum as well as involving community personnel in the program of the school.

Concepts:

1. Everyone who works helps others
2 People work for many reasons but all careers are related in some way
3. There are different requirements for every career
4. When a person plans his career over a period of time he may be happier and more successful as a result
5. People need income for the basic necessities of life as well as for other aspects of living and this income is usually acquired by working
6. The amount of preparation for a career varies with the career selected. Some programs prepare people for many different kinds of things while others are very specialized
7. Some careers require both preparation and a certificate or license

Objectives:

The students will:

1. develop oral and written communication skills through the mini-career conferences.
2. demonstrate that they can work together on a project and carry it through to its completion.
3. become acquainted with possible career opportunities in the local area.

4. Parents will have an opportunity to perform an active role in the school through this program.

Activities:

1. The career interests of students in the 7-8 language arts classes were discussed.

2. Student committees made plans for a mini-career conference.

3. Student committees carried out the plans which included:

    a) gathering information about occupations in the local area.
    b) sending invitations to adults representing 18 different occupations.
    c) hosting parents, friends and participants (development of social skills)
    d) establishing a schedule so each student could visit in groups of 6 to 8 the adult resource people representing different careers.

4. Following the mini-career conferences the student committees wrote letters thanking the guests. Evaluation forms were completed on the conference. Reports were written on the mini-career conference.

Mr. Phil Hayes
Social Studies Teacher
Mt. Blue Junior High School
Farmington, Maine

Bird Houses, Social Studies and Careers

Description of the Program

In the 9th grade Social Studies curriculum various aspects of geography are considered including the study of economics with emphasis on the banking industry. To help provide relevance to this aspect of the course the class established a business, floated a loan at the bank, and incidentally made a profit of 78¢.

Concepts:

1. A person may be skilled and happy in several different careers and work experience helps him/her made the best decision
2. People need to get along with others
3. Everyone who works helps others
4. People have different responsibilities and some direct the work of others
5. People need income for the basic necessities of life as well as for other aspects of living and this income is usually acquired by working
6. It takes many different abilities to obtain or produce a certain product
7. The amount of a person's income is determined in many different ways
8. The amount of income earned usually influences the things which can be purchased and the things a person can do

Objectives:

The students will:

1. understand the principles of banking as related to economics.
2. identify the relation of banking to the local businesses and industries and the life of the community.
3. learn how to establish a business and its relationship to social and economic factors.
4. become aware of the interrelationship of careers within the community and their economic interdependence.
5. learn to work as a responsible group toward a common goal.

Activities:

1. A classroom discussion of economics and banking was conducted.

2. Chapters 1 through 8 of "Life on Paradise Island", by Wilson and Warmke were read and discussed. (Published by Scott, Foresman, 1970)

3. The students planned and established a business to make and sell:

   a) birdhouses - large and small
   b) jewelry
   c) tie-dyed T shirts
   d) flowers (paper)

4. The students visited the local bank and floated a loan for $50.00. Each member of the class signed the loan application. The Vice-President of the Bank explained the process of making a loan as well as explaining the operation of the bank and the various career opportunities related to its operation.

5. Other field trips taken by the class included visits to:

   a) a Flower shop
   b) various stores to compare prices prior to purchasing supplies

6. Vocational High School students demonstrated the use of various equipment and tools in making the products to be sold.

7. The Social Studies students made their own products.

8. The products were sold by the students through the school.

9. Each task group filled out daily "A Page from the Journal", in which the students responded to such questions as:

   a) What did each member learn today?
   b) What did each member do today to help the group?
   c) What are the plans for the future?

10. Students completed the project and paid the bank the principal and the interest (ending up with a 78¢ profit).

Evaluation

1. Evidence of more understanding of banking and economics.
2. Greater understanding of self and career alternatives.
3. Evidence of working together.
4. Increased interest in Social Studies and in school.

Mrs. Lorenza Piper
Instructor of Home Economics
Jordan Junior High School
Lewiston, Maine

Creative Cooking and Careers

Description of the Program

Students enrolled in the 9th grade Home Economics course have an opportunity to become acquainted with the preparation of various foods while meeting the objective of the course. The experiences noted below grew out of the interests of students and represent an effort not only to provide a basic understanding of good food preparation procedure but also of the many career alternatives the students might wish to consider.

Concepts:*

1. There are many things individuals can do
2. People need to get along with others
3. Everyone who works helps others
4. People work for many reasons but all careers are related in some way
5. A person may be skilled and happy in several different careers and work experience helps him/her make the best decision
6. Some things can be done better in certain places
7. People need income for the basic necessities of life as well as for other aspects of living and this income is usually acquired by working
8. The amount of income earned usually influences the things which can be purchased and the things a person can do
9. There are many different kinds of places where an individual can prepare for a career, some of which require a person to have certain skills or abilities to enter
10. The types of things a person does while preparing for a career may not be identical to what he does when he enters the world of work

Objectives:

The students will:

1. understand and appreciate the many contributions of people who work in the food handling field.
2. have an opportunity to develop their own skills in cooking, especially in unusual fields.
3. identify the many career opportunities in the Lewiston area for those interested in the food business.
4. list the opportunities for further training and preparation to enter the food industry.

Activities:

1. The class considered food additives and:
    - a) viewed the film, "Food Through the Ages"
    - b) collected labels from cans and boxes
    - c) used the library for resources on nutrition and additives

2. A field trip was taken to two supermarkets to:
    - a) prepare a balanced lunch with the four basic foods purchased for a total of 25¢ per student
    - b) have the manager explain the various careers in the supermarket
    - c) compare prices

3. During the unit on bread making the students:
    - a) made muffins in class
    - b) made various kinds of biscuits - corn meal, oatmeal
    - c) made other quickbreads
    - d) viewed the film, "Wonderland of Bread" by Continental Baking Company
    - e) viewed the film, "How to Make Bread", by King Arthur Flour Company
    - f) took a field trip to a large commercial bakery where they saw the entire operation from the arrival of the flour and oil to the final packaged product
    - g) took a field trip to a family-owned and operated catering shop and discussed each operation with a member of the family

4. The foreign food study started as a result of the consideration of yeast in Italian and French bread and led to:
    - a) lasagna made by a mother who also came and talked about her work in the Senior Citizens lunch center
    - b) students making Mexican tacos
    - c) tortillas made by a Mexican-American student
    - d) the making of a loaf of '4¢ bread' by an American Indian student in the class, which was shared with the School Principal and others at school
    - e) students wanting to try Chinese food. After viewing a film from LaChoy Products, a girl brought in a recipe which the students produced
    - f) the teacher of the class who had been to the Orient, bringing in chopsticks, bowls and other cooking utensils to use in the preparation and eating of Oriental food

5. During Vocational Education Week the class established in-school food outlets:

- a) "Shirley's Doughnut Shop"
  Each student had a job - became acquainted with the pay, duties, etc. Students made their own uniforms, signs, headbands, and menu cards, and served fruit juices and cookies.
- b) "Geraldine's Diner" (restaurant)
  The students made menu cards, signs, and prices. Everyone had a job such as sales, cooks, chefs, and dishwashers. Whoopie pies, brown sugar dumplings and pine tree floats were served.

6. A field trip was taken to the Maine Culinary Arts School where:

   - a) the students watched the operations and procedures
   - b) instructors talked with students about the program and career opportunities (Maine does not have enough trained people in the food industry).

7. A field trip experience was provided a group of younger children.

   - a) The cooking class visited a first grade. Class members furnished each child a picture-story, "Johnny and Susan Go to the Basic Four Supermarket", which they had written and illustrated. Two students demonstrated Frying Pan Cookies and gave each child a recipe and a cookie. The first grade teacher talked with the class about her work.
   - b) Headstart children visited the cooking class. In addition to what happened above, the Headstart teacher talked about her occupation.

Mr. Arthur Leavens
Middle School Teacher
Glenburn School
RFD #4, Bangor, Maine

Economic Interdependence

Description of the Program:

In the 7th and 8th grade Social Studies Curriculum at Glenburn School the theme throughout is the economic interdependence of man. The activities described below are centered on this theme with the 7th graders approaching it from the standpoint of a study of World Geography and the 8th graders from a standpoint of American History.

Concepts:

1. People need to get along with others
2. Everyone who works helps others
3. Careers can be classified, grouped and compared in many ways; the "cluster" study procedure is one such way
4. Some things can be done better in certain places
5. The location of natural resources determines in part where many people live and work and spend their time
6. It takes many different abilities to obtain or produce a certain product
7. It takes special machinery, equipment and parts to get a certain product ready for use and these come from many different places
8. People need income for the basic necessities of life as well as for other aspects of living and this income is usually acquired by working
9. The amount of income earned usually influences the things which can be purchased and the things a person can do
10. The amount of a person's income is determined in many different ways

Objectives:

The students will:

1. understand the basic concept of the economic interdependence of man
2. understand the influence of the past on society today
3. become acquainted with occupations within the local community and the contribution to society of these occupations
4. become acquainted with their own capabilities and the future opportunities in the world of work

Activities:

1. In the 7th grade World Geography course students studied why men around the world developed such a wide variety of social and economic institutions to fulfill the same basic needs and desires. Geographic conditions in Maine were studied and man's adaptation to these conditions. The influence of European colonists and their initial subsistence culture which evolved through stages of specialization into the now complex post-industrial society of the present was discussed. These approaches to a society were contrasted with the approach taken by the Indians to meet similar needs. A system of LAPs was developed to study the above and included the following:

    a) natural resources
    b) temperature - effect on soil, comparison of northern and southern Maine
    c) land forms
    d) from subsistence to specialization - farmer to farming
    e) development of lumbering, fishing and shipbuilding in Maine as increasingly specialized occupations

2. Field trips were utilized to demonstrate production, distribution and service

    a) Diamond International (lumbering)
    b) Pleasant Hill Dairy, Airport, McDonald's (to compare various different production, distribution and service procedures in the food industry)

3. In the 8th grade American History course the students studied the development of an industrial nation from the commercial and agricultural heritage of the colonial period. The impact of the Industrial Revolution period was explored in terms of economic systems (changed patterns of production and distribution) as well as its influence on the psychological and social structure of the young nation. The factory system was reviewed with its accompanying advantages and disadvantages

4. Students (8th grade) gained a more concrete understanding of their personal economic expectations by:

    a) making out a budget tailored to material expectations of each student
    b) computing a salary or wage to support the proposed budget
    c) considering careers which provide funds to meet such a budget

5. A personal interest inventory was completed which helped them to assess their attitude to a whole range of experiences including that of an occupation. The stress here was that an occupation should be an integral part of a person's existence, not just a job to make money

6. Students were made aware of various occupations through:

   a) use of the SRA Job Experience Kits
   b) field trips, which included: Eastern Maine Vocational Technical Institute in Bangor, the University of Maine at Orono in Orono, White Canoe Co. in Old Town, the Bangor Police Station, the Bangor Court House, the Air National Guard in Bangor. (These were mini trips including five to eight students.)

   c) a one day "shadow" experience when students had an opportunity to spend a day with a worker on the job and find out what he did. The "Worker and Me" Inventory was used in this experience

7. Students made reports to the class on their experiences. These were in the form of verbal reports, graphs, charts, etc.

Chapter Five

CAREER PREPARATION IN THE HIGH SCHOOL

In a world of rapidly changing social values and technological changes the youth of today will need flexibility for tomorrow. Jobs that now exist will in all probability be different and a multitude of new careers will emerge that we can not define at this time. Learning in the classroom will expand to include community and business elements in a tri-partite union with teachers. The impact of these changes will require a commitment to change the educational system as it now exists. Educators who have the courage to change will risk the derision of colleagues who opt for the status quo. Career education in the high school provides all teachers an opportunity to merge cognitive and "hands on" activities into a viable learning experience for youth.

The curriculum must be organized to facilitate the transition from school to work or entrance into advanced education. All units for the high school focus on the cluster concept as blended with traditional curriculum practice. The cluster concept of curriculum development permits the teacher to factor out the common elements of diverse occupations and prepare students in several skill areas that fit a variety of careers. In a changing job market, the cluster concept has strong appeal. If career education is to succeed, teachers, counselors, and administrators must reflect and articulate the importance of career selection. Students may begin to feel that school is an important place to be, "they really help you find a place in this world."

The prime directive of education is to develop the talents (mental and physical) that any one person possesses. The development of career education is an endeavor to integrate the present educational system with a program designed to provide experiences that can give direction to a student's studies.

Career education works towards the accomplishment of several goals:

1. Self and job awareness
2. Value and dignity of work
3. Decision making and problem solving skills

Although the above goals may seem rather vague, the following activities help to clarify some of the purposes of career education and its value as an education instrument.

The career education activities which follow have been developed and field-tested in Maine high schools. Career Awareness and Career Exploration continue as a student is preparing for the world of work or further education. The career activities in Chapter Five include examples of "awareness", "exploration" and "preparation".

Mrs. Nikki Adams
Art Supervisor
Mt. Blue High School
Farmington, Maine

How About a Teen-Age Teacher?*

Description of the Program:

SAD #9 includes nine towns, and due to limited tax funds does not have the resources to hire art teachers for kindergarten through grade 6. Following is a description of a program designed to help provide some art experiences for children utilizing the talent of senior students enrolled in the High School Art III program.

Concepts:

1. People need to get along with others
2. Everyone who works helps others
3. People have different responsibilities and some direct the work of others
4. A person may be skilled and happy in several different careers and work experience helps him/her make the best decision
5. When a person plans his career over a period of time he may be happier and more successful as a result
6. There are many different kinds of places where an individual can prepare for a career, some of which require a person to have certain skills or abilities to enter
7. Some careers require both preparation and a certificate or license

Objectives:

The students will:

1. learn how the elementary child's behavior and creativity develop and change through the grades
2. work with elementary children in the area of art
3. learn by exploration the careers related to the education profession

Activities:

1. Students in the high school art class were surveyed concerning their feelings toward working with elementary children along with their regular class assignments (very positive)

2. Permission and financial backing was provided by the Superintendent of Schools

3. A meeting was held with all Elementary School Principals

and Supervisors to get their reaction to the proposal (very positive)

4. The schedules of 10 seniors were arranged so that they were in the High School Art class the last period of the day, enabling them to work two hours in the elementary schools

5. Books and references were selected to introduce the High School students to the growth and development patterns of elementary children

6. The Art instructor met with elementary teachers in the School District and explained the plans for the year

7. High School students met with children in the elementary grades two or three days a week as art teachers

* A further description of this program may be found in the "Art Education Journal" of the National Art Education Association, April, 1972, Volume 25, No. 4.

Mrs. Ruth Carsley
English Department
Lewiston High School
Lewiston, Maine

Twelfth Grade English and Career Education

Description of the Program:

A practical and relevant approach to English with students in the twelfth grade is to help them prepare to enter the world of work. The following activities took place over a three week period and were integrated into the regular English curriculum.

Concepts:

1. People need to get along with others
2. There are different requirements for every career
3. When a person plans his career over a period of time he may be happier and more successful as a result
4. The amount of preparation for a career varies with the career selected. Some programs prepare people for many different kinds of things while others are very specialized
5. The types of things a person does while preparing for a career may not be identical to what he does when he enters the world of work

Objectives:

The students will:

1. know and demonstrate the appropriate procedure for applying for a position
2. become acquainted with the expectations of various occupations
3. experience English as relevant to the world of work

Activities:

1. The film, "To Get a Job is a Job", was viewed in class

2. An analysis of the film was discussed in class

3. The students completed the following as part of the course:

    a) listed three sources of possible employment information - "Where to look for a job"
    b) read ten want ads and indicated why they would or would not be qualified for each
    c) listed correctly six out of seven proper steps in applying for a job
    d) named three items of appropriate behavior and three items of inappropriate behavior during a job interview

    e) composed a list of information needed to complete a job application. Each was required to fill out neatly and correctly a sample employment form
    f) recognized through three stories and a poem some common problems which might arise on a job. They were expected to recognize most of the attitudes of employees described as either predicting success or failure
    g) (optional) told the class about their own job, and described the requirements, advantages and disadvantages
    h) (optional) used a correct letter form as a sample and wrote a letter of application

4. Transparency posters dealing with behavior on the job were used and related to selections from Crossroads, a paperback anthology

5. A large bulletin board was constructed relating to finding a job

6. Various local application forms were completed

7. The film "To Get a Job Is a Job", was again reviewed

8. (To be completed) A video-tape of students from the class at work on their job

Mrs. Nancy Cochran
Home Economics Instructor
Narraguagus High School
Harrington, Maine

Child Care and Careers

Description of the Program:

During the school year students enrolled in Eleventh and Twelfth grade Home Economics are provided learning experiences in food service, clothing production, nursing and child care. The child care experience at Narraguagus High School spans a period of approximately seven weeks, three of which are spent in the actual operation of a nursery school program for two hours each day. Prior to the time the nursery school is operated the students are introduced to the methods of observing children's behavior. The child care learning experience is basic to a variety of careers in the Helping Professions and the students are introduced to those utilizing similar skills.

Concepts:

1. People need to get along with others
2. Everyone who works helps others
3. People have different responsibilities and some direct the work of others
4. Rules and regulations are necessary to work effectively
5. Careers can be classified, grouped and compared in many ways; the "cluster" study procedure is one such way
6. A person may be skilled and happy in several different careers and work experience helps him/her make the best decision
7. Generally, there is a relation between the amount of preparation an individual has and his income but this isn't always true
8. Some careers require both preparation and a certificate or license

Objectives:

Students will:

1. be able to describe objectively the various roles pre-kindergarten children are acting out
2. be able to describe the play materials a child is able to manipulate
3. be able to describe the kind and extent of communication pre-school age children are able to utilize, e.g. talk, gestures, etc.
4. become acquainted with careers that require skills for observing and analyzing behavior
5. be able to draw conclusions about child behavior based on observations and participation in nursery school

Activities:

1. The students were introduced to careers in child care
2. Procedures for observing the behavior of pre-school children were introduced
3. The students operated a nursery school for three weeks
4. Students were introduced to other helping profession careers utilizing similar skills learned in the unit on child care:
   - a) teaching
   - b) babysitting
   - c) nursing
   - d) other personal services

Resources:

Home Economics Classroom
Nursery School equipment (in part provided by the shop)
Toys
The Developing Child, Brisbane
Child Development, Hurlock, Chap. 4, 6, and 10
Children, A Study in Individual Behavior, Westlake, Part 3
"Sibling Rivalry", Co-Ed Magazine, Feb. 1973, pp. 14-20
"How Teeth Grow", National Dairy Council (and other Dairy Council pamphlets)
3-M Brand Transparencies, "Inherited and Acquired Characteristics"
Filmstrips - Infant Feeding
Selection of Children's Clothing
Teaching Desirable Habits
Selecting Children's Toys - McGraw-Hill Co.
Films - "What Will Poor Robin Do Then" - Tribune Films

Evaluation:

1. Objective test
2. Evaluation of observation forms
3. Knowledge of various careers related to skills acquired and where they are located in the community

Mr. Marcel Marcotte
Machine Shop Instructor
Mr. Daniel Mills, English Instructor
Mr. Michael Buccigross, Math Instructor
Lewiston High School
Lewiston, Maine

Machine Shop, Math, English and Careers

Description of the Program:

Success in a machine shop depends not only on the technical skills acquired but on other qualities as well. The following unit describes the integration of English, mathematics and machine shop courses in an effort to help prepare students for the world of work.

Concepts:

1. Rules and regulations are necessary to work effectively
2. A person may be skilled and happy in several different careers and work experience helps him/her make the best decision
3. Some things can be done better in certain places
4. It takes special machinery, equipment and parts to get a certain product ready for use and these come from many different places
5. Career changes occur because of the changes in the way products are made
6. The amount of preparation for a career varies with the career selected. Some programs prepare people for many different kinds of things while others are very specialized
7. There are many different kinds of places where an individual can prepare for a career, some of which require a person to have certain skills or abilities to enter

Objectives:

The students will:

1. achieve the technical skills necessary to enter a machine shop or continue on into an advanced training program following high school
2. identify and understand the basic concepts of mathematics through the use of the machine shop tools
3. understand the procedures associated with acquiring an occupation
4. achieve career related skills, in addition to the technical ones, which will provide for future advancement
5. become acquainted with local career opportunities
6. become acquainted with opportunities for further training

Activities:

1. Students learned and developed their machine shop skills through the pursuit of the project method

2. Mathematics skills were developed using the machine shop and the tools in the shop for practical application

3. Through the English department students became acquainted with job interviews and job applications. The students were oriented to:

   a) how to present oneself for an interview
   b) how to dress for an interview
   c) questions to ask at an interview
   d) where to look for a position

4. In addition to the technical skills of the machine shop the students also learned how to:

   a) fill out inventory forms of the projects
   b) compute the actual cost of materials
   c) calculate time factors involved in projects

5. Field trips were taken to different machine shops in the community

6. A tour was taken through the Central Maine Vocational Technical Institute

Mrs. Elizabeth Knox
English Teacher
Mt. Blue High School
Farmington, Maine

The Speech Class and Station WKTJ

Description of the Program:

Speech class is one of the offerings by the English Department at Mt. Blue High School. In an effort to provide students an opportunity to utilize their communication skills, an experimental program was developed using the facilities of Station WKTJ for a weekly broadcast by High School students. The following is a description of the process and the program.

Concepts:

1. Everyone who works helps others
2. Careers can be classified, grouped and compared in many ways; the "cluster" study procedure is one such way
3. There are different requirements for every career
4. A person may be skilled and happy in several different careers and work experience helps him/her make the best decision
5. Some things can be done better in certain places
6. It takes special machinery, equipment and parts to get a certain product ready for use and these come from many different places
7. People change and so the careers they follow often change during life
8. The amount of preparation for a career varies with the career selected. Some programs prepare people for many different kinds of things while others are very specialized
9. The types of things a person does while preparing for a career may not be identical to what he does when he enters the world of work

Objectives:

The student will:

1. learn the basics of good oral communication skills through the speech class
2. demonstrate appropriate speech through classroom presentations
3. operate the school's public address system
4. plan and develop outlets for use of their communication skills beyond the classroom
5. become aware of career possibilities in the communication industry through this program

Activities:

1. Students learned and studied the skills of oral communication in the speech class

2. Oral presentations were made in class by the students

3. Student talents were utilized to operate the school's public address system

4. A weekly presentation was prepared by the students to be aired over Station WKTJ

5. Station WKTJ presentations were taped and timed in class for evaluation. The following types of oral presentations were prepared:

    a) poetry
    b) prose
    c) drama
    d) public address

6. Students taped the final presentation at Station WKTJ on the station's recording equipment. Every student in class participated in one or more of the broadcasts this year

7. Students are presently preparing group readings with musical background provided by Mt. Blue High School students

8. Students were acquainted with the various career opportunities in broadcasting and the mass communication field through their contact with Station WKTJ

Mrs. Glenna H. Rush, Head
English Department
Hermon High School
RFD #2, Bangor, Maine

A "Mini" English Course in Careers

Description of the Program:

Hermon High School offers forty-nine English options to the students in grades nine through twelve. All of the courses are nine weeks in length except the required "Freshman English" course which is one semester in length. Among the forty-nine courses is one entitled "The World of Work". The catalogue description of this course is as follows:

> Letters of application: application forms. How does one find a job? How does one react at an interview? What are some of the problems on the job? How does one handle them? These are some of the areas we will discuss and explore.

Concepts:

1. People have different responsibilities and some direct the work of others
2. There are different requirements for every career
3. The amount of preparation for a career varies with the career selected. Some programs prepare people for many different kinds of things while others are very specialized
4. Generally, there is a relation between the amount of preparation an individual has and his income but this isn't always true
5. Some careers require both preparation and a certificate or license in order to enter

Objectives:

The students will:

1. become acquainted with all aspects related to seeking a job
2. satisfactorily complete all forms related to applying for a position
3. be prepared for the interview situation via role-playing, etc.

Activities:

1. The class discussed the how, where, when, what of obtaining a position

2. Students wrote standard letters of application

3. Personal resumes were developed with a cover letter

4. Students completed numerous application forms correctly

5. Role-playing interview procedures were utilized

6. Personnel men from local businesses met with the class

7. Field trips to various local businesses and industries were taken

8. Films and filmstrips were used in class for discussion purposes

Resources and Materials:

1. Application forms from ten different local businesses
2. Kuder Interest Inventory, Science Research Associates, Inc.
3. Occupation Exploration Kit (OEK) by SRA
4. World of Work Tapes
5. Personnel men from local businesses
6. High School Guidance Director
7. Local tradesmen and/or professionals

Evaluation Procedures:

1. Tests
2. Feedback from students who have used the materials from the course
3. Personal conferences
4. Class participation

Mrs. Priscilla E. Bissell
Librarian
Hermon High School
RFD #2, Bangor, Maine

The Library as an Exploratory and Preparatory Experience

Description of the Program:

In order to operate the Hermon High School Library effectively it is necessary to utilize the service of students. Built into the program at the High School are career exploration and preparation components, making it possible for a student to begin at a starting position in a library or in a related career.

Concepts:

1. People need to get along with others
2. People have different responsibilities and some direct the work of others
3. Rules and regulations are necessary to work effectively
4. Careers can be classified, grouped and compared in many ways; the "cluster" study procedure is one such way
5. There are different requirements for every career
6. A person may be skilled and happy in several different careers and work experience helps him/her make the best decision
7. Career changes occur because of the changes in the way products are made

Objectives:

The students will:

1. learn and develop the skills needed to relate with others
2. demonstrate a significant degree of responsibility
3. learn the skills associated with operating a library
4. increase their knowledge through the use of the library and its resources
5. become acquainted with opportunities in library or related work

Activities:

1. The students worked in the library as Aides from one to five times a week during study hall and/or before classes

2. On-the-job training took place both during the time the student worked in the library as an Aide and during meetings of the Library Club. On-the-job training prepared the student to learn the following:

    a) Dewey Decimal Classification system
    b) shelving procedures

        c) circulation procedures
        d) technical aspects of book processing

3. Upper classmen helped train in-coming Librarian Aides (although more and more Freshmen come with good basic library skills from the Junior High)

4. Additional career experiences (in planning stage) included:

    a) field trip to the University of Maine Library
    b) Bangor High School Library
    c) Bangor Public Library
    d) discussion with students by visiting librarians
    e) a review of new library technology

Resources:

1. The Library
2. Library skill sheets for aides
3. Library usage taught in Freshman English classes
4. Encyclopedia Brittanica Library Reference Skills #1 and #2

Evaluation:

1. Aides greet, meet and serve the library needs of other students
2. Students demonstrate responsibility by meeting volunteer duties and commitments
3. Students continue to learn more about the operation of the library and opportunities for work in library-related fields

Mr. Robert Dyer
Mr. Phil Faulkner
Instructors, Department of Physical Education
Katahdin High School
Stacyville, Maine

High School Physical Education as Preparation for Life

Description of the Program:

Katahdin High School offers students opportunities during physical education for gymnastics, wrestling, basketball, floor hockey, volleyball, softball, baseball, track and golf. The school also provides a series of "mini" courses in physical education which are career related. Many young people are interested in activities related to the sports and recreation field either for purposes of a career, or a vocation, or as preparation for positive leisure time involvement. The "mini" courses offer an introduction to careers in the following areas: Officiating, Managing, Athletic Trainers, Physical Education Assistants.

Concepts:

1. People have different responsibilities and some direct the work of others
2. There are different requirements for every career
3. A person may be skilled and happy in several different careers and work experience helps him/her make the best decision
4. People change and so the careers they follow often change during life
5. The amount of preparation for a career varies with the career selected. Some programs prepare people for many different kinds of things while others are very specialized
6. There are many different kinds of places where an individual can prepare for a career, some of which require a person to have certain skills or abilities to enter

Objectives:

The students will:

1. become acquainted with the career opportunities related to the mini course they select in Health and Physical Education
2. assess their interests and opportunities in these areas
3. become acquainted with the requirements to enter the careers related to the mini course(s) they select
4. demonstrate their learnings and skills under real conditions

Activities:

1. Students were introduced to the skills of officiating in the following sports:

   - a) basketball
   - b) soccer
   - c) volleyball
   - d) baseball
   - e) wrestling

2. The duties of a team manager were explained and discussed

3. An introduction to the duties and skills required of an Athletic Trainer was provided

4. The duties of a Physical Education Assistant were explained and discussed

5. The students had the opportunity for practical experience in each of the above areas

6. The students were introduced to the opportunities to continue work after graduation (a need exists in all those areas)

Evaluation:

1. Students demonstrated their expertise in the skills to be developed in each mini course selected
2. Students were able to indicate their own interest and aptitudes in these areas
3. Students were tested in practice session and under game situations for corrections in techniques, e.g. signs, etc., at the completion of each course

Resource Material:

1. Family Guide Emergency Health Care, A Reference Guide for Students of the Medical Self-Help Training Course
2. Treatment & Prevention of Athletic Injuries
3. Handbook of the InternationalAssociation of Approved Basketball Officials
4. The National Federation of State High School Association Baseball Rule Book
5. United States Soccer Football Association Soccer Football Rules
6. The National Federation of State High School Association Soccer Rule Book
7. The National Federation of State High School Association Simplified & Illustrated Basketball Rules for Officials, Coaches, Players, Spectators
8. NCAA Volleyball Rules
9. First Aid; Contemporary Practices and Principles, Hafen, Thygerson, Peterson, Burgess Publishing Co., Minneapolis, Minn., 1972

Mrs. Jean M. McInnis
Data Processing Department
Kenneth Foster Vocational-Technical Center
Mt. Blue High School
Farmington, Maine

Exploratory and Preparatory Data Processing Experiences

Description of the Program:

Data Processing is available to Seniors at Mt. Blue High School as one of the courses in the Business Education sequence of offerings. Students in this course will have previously completed at least one semester of typing. The following is a description of an exploratory and preparatory on-the-job training sequence in Data Processing available to the students.

Concepts:

1. People need to get along with others
2. People have different responsibilities and some direct the work of others
3. Rules and regulations are necessary to work effectively
4. Careers can be classified, grouped and compared in many ways; the "cluster" study procedure is one such way
5. A person may be skilled and happy in several different careers and work experience helps him/her make the best decision
6. Career changes occur because of the changes in the way products are made
7. The types of things a person does while preparing for a career may not be identical to what he does when he enters the world of work

Objectives:

The students will:

1. acquire satisfactory Data Processing skills to prepare them for an entry position in business or industry
2. learn the procedures for approaching a position
3. learn work-related attitudes and attire for a successful on-the-job work experience
4. work for two weeks in a local business or industry utilizing the skills learned in school
5. be able to evaluate their experience

Activities:

1. The students were prepared to perform effectively on the following Data Processing equipment:
    a) IBM 402 Accounting Machine
    b) IBM 29 Keypunch and IBM 129 Keypunch
    c) IBM Verifier

2. Students were prepared to perform effectively the following operations:

    a) typing (manual and electric)
    b) record keeping and payroll
    c) folding machine
    d) filing
    e) mimeograph
    f) duplicator (A-B Dick 215)
    g) calculators (Ten-key Rotary and electronic)
    h) offset press
    i) adding machines
    j) jogger
    k) various types of staplers
    l) book binder
    m) A-B Dick Photocopies
    n) sorter
    o) paper cutter

3. Before placement in local industry and professional offices students had lectures and demonstrations from the following:

    a) a beautician who commented on good grooming, styles for the office and hair care in general
    b) a cosmetologist who came to school and applied make-up with the "business office" in mind
    c) a style show was presented by a local business and demonstrated apparel to be worn in business; demonstrating use of accessories to change apparel for increasing a wardrobe on a limited budget
    d) a personnel manager gave a lecture on do's and don't's and how to establish a good impression that will show a calibre of professional training in the business field

4. The instructor arranged for a two week placement for each student. The placement station (industrial or professional office) was not required to pay trainee

5. Personnel data sheets were compiled for the employer

6. The students wrote letters of introduction to the on-the-job employer

7. The teacher visited each on-the-job training station supervisor and the trainee at least once during the training period

8. The students completed a report of the "On-the-Job Training" experience (form attached - but reduced in size from the original)

9. Each employer completed a report of the "On-the-Job Training"

experience (form attached - but reduced in size from the original)

10. A letter of thanks was sent by each student to the employer for the experience

11. The class discussed their different placements

12. A review and evaluation of the Data Processing course was conducted incorporating recommendations for future courses

Resources and Materials:

1. Machines and equipment as noted in items 1 and 2 under "Activities"
2. On-the-job training spot for two weeks in the local community

Evaluation:

Students will have met the expectations as outlined under "Objectives"

KENNETH FOSTER REGIONAL-VOCATIONAL CENTER....MT. BLUE HIGH SCHOOL

Report of "On the Job Training"

NAME ______________________ DATE OF REPORT ______________
PLACE WORKED ____
NAME OF SUPERVISOR/SUPERVISORS ___________________________
HOURS WORKED PER DAY ____________ OFFICE HOURS ____________
NOON HOUR __________
MACHINES USED DURING WORK EXPERIENCE PROGRAM: (Be definite as to type and model) ______________________________

TYPES OF WORK PERFORMED:
____FILING ______________ TYPE OF SYSTEM
____BOOKKEEPING
____ACCOUNTING MACHINE POSTING ________ TYPE OF SYSTEM
____TRANSCRIBING MACHINE
____TELEPHONE
____SWITCHBOARD
____DUPLICATING _________________ TYPE OF MACHINE
_________________ TYPES OF WORK DONE
____KEYPUNCH __________ TYPE ____VERIFYING ________
____SORTER __________ TYPE
____PAYROLL
____BANKING
OTHER TYPES OF WORK WHICH ARE NOT LISTED: ______________
WHAT TYPES OF WORK DID YOU FIND YOURSELF MOST STRONG IN? ________
IN WHAT TYPES OF WORK DID YOU FIND YOURSELF WEAK? ____________
DO YOU CONSIDER THIS PROGRAM WORTHWHILE? (YES)____ (NO)____
WHAT ARE YOUR SUGGESTIONS FOR IMPROVEMENT IN REGARDS TO THE

BUSINESS TRAINING PROGRAM HERE AT SCHOOL?______________________

COMMENTS: ATTACHED TO THIS SHEET SHOULD BE YOUR OWN TYPEWRITTEN REPORT OF YOUR EXPERIENCES, CRITICISMS, RECOMMENDATIONS, AND GENERAL IMPRESSIONS OF YOUR WORK EXPERIFNCE PROGRAM. THIS WILL BE KEPT CONFIDENTIAL AND WILL SERVE ONLY AS A SOURCE OF INFORMATION FOR IMPROVING FUTURE PROGRAMS TO TELL US MORE ABOUT YOUR EXPERIENCE. PLEASE GIVE THIS MUCH THOUGHT, BE TRUTHFUL AND COMPLETE IN YOUR ANSWERS.

ON-THE-JOB-TRAINING RATING SHEET

Name of Student Trainee____
Place of Employment____
Name of Employment Supervisors_________________________________
Dates of Employment: From_______________ To:_______________
WORK AREA: General____________ Cashier____________
Switchboard____________ Receptionist____________
Clerk Typist____________ Record Keeping____________
Filing____________ Bookkeeping____________
Key Punch____________ Verifier____________

Did the trainee have a sufficient amount of knowledge of the skills necessary for the position which she or he filled?

Yes ______ No______

If your answer to the above question is no, what specific suggestions do you have which you believe would improve the quality of the work performed by the business graduates?

Please check the appropriate line in each of the following office tasks which the trainee experienced in your organization:

	Inferior	Poor	Average	Good	Superior
1. Typing	___	___	___	___	___
2. Using Telephone	___	___	___	___	___
3. Filing	___	___	___	___	___
4. Using Office Machines	___	___	___	___	___
5. Duplicating	___	___	___	___	___
6. Record keeping	___	___	___	___	___
7. Business behavior	___	___	___	___	___
8. Key Punch	___	___	___	___	___
9. Verifier	___	___	___	___	___

ACCURACY IN WORK

Inferior ___ Poor ___ Average ___ Good ___ Superior ___

THE ABILITY TO LEARN

	Yes	No
1. Did the trainee follow instruction well?	___	___
2. Did the trainee show a willingness to learn?	___	___
3. Did the trainee show intiative?	___	___

PERSONALITY

		YES	NO
1.	Was trainee cooperative?	___	___
2.	Was trainee alert?	___	___
3.	Was trainee able to get along with fellow workers?	___	___
4.	Was trainee courteous?	___	___
5.	Was trainee punctual in reporting to work?	___	___
6.	Was trainee trustworthy?	___	___
7.	Was trainee tactful?	___	___
8.	Was trainee neat in personal appearance?	___	___
9.	Did trainee have a favorable attitude toward work?	___	___
10	Would you consider hiring this apprentice providing the opportunity arose? (Is the trainee ready for the labor market?)	___	___

GENERAL COMMENTS

____

____

Thank you for taking the time to fill out this questionnaire. It will help me to evaluate this student.

Signed______________________

Position____________________

Miss Mildred Covell, Head
Home Economics Department
Lewiston High School
Lewiston, Maine

Nursing Aides

Description of the Program:

A number of career-oriented Home Economics programs are offered to Lewiston High School students among which is the Nursing Aides program described below. This program is intended to help prepare senior students to make a decision about following a career in health-related fields as well as to provide the students a valuable background in living their personal lives.

Concepts:

1. Everyone who works helps others
2. People have different responsibilities and some direct the work of others
3. People work for many reasons but all careers are related in some way
4. Careers can be classified, grouped and compared in many ways; the "cluster" study procedure is one such way
5. There are different requirements for every career
6. A person may be skilled and happy in several different careers and work experience helps him/her make the best decision
7. The amount of preparation for a career varies with the career selected. Some programs prepare people for many different kinds of things while others are very specialized
8. There are many different kinds of places where an individual can prepare for a career, some of which require a person to have certain skills or abilities to enter
9. Some careers require both preparation and a certificate or license
10. The types of things a person does while preparing for a career may not be identical to what he does when he enters the world of work

Objectives:

The students will:

1. explore careers in the health occupations area
2. learn basic nursing skills plus necessary background knowledge
3. be helped in making career plans to implement after graduation

Activities:

1. The class learned about health careers and their relation-

ship to each other

2. Films, filmstrips, speakers and field trips were used to supplement the text

3. Basic nursing skills were learned and practiced

4. Team teaching of the course involved the Biology Instructor, a Registered Nurse (the school nurse) as well as the Home Economics teacher

5. The students spent two hours daily for eighteen weeks in one of the two hospitals and two nursing homes cooperating in the program

6. Certificates were awarded upon successful completion of the course enabling the student to be employed as an Aide at, or above, minimum wage

7. Over one-half of the students who complete the program each year enter post-secondary institutions which prepare either Licensed Practical Nurses or Registered Nurses

8. 1973-74 plans include expansion of the program to include preparation in the following specialized areas at the aide level:

   a) ward clerk
   b) physio-therapist

9. For further information on this program, or on the "Child Care Aides" program, contact Miss Covell

Mrs. Marie Gilman
Journalism Teacher
Mt. Blue Senior High School
Farmington, Maine

Newspaper Careers and English

Description of the Program:

Journalism is one of the courses offered as an elective through the English Department at Mt. Blue High School. To make this course as realistic an experience as possible the students in the class prepare a weekly column for The Franklin Journal. The following is a description of the activities engaged in to produce the column.

Concepts:

1. People have different responsibilities and some direct the work of others
2. Rules and regulations are necessary to work effectively
3. Careers can be classified, grouped and compared in many ways; the "cluster" study procedure is one such way
4. There are different requirements for every career
5. A person may be skilled and happy in several different careers and work experience helps him/her make the best decision
6. The types of things a person does while preparing for a career may not be identical to what he does when he enters the world of work

Objectives:

The students will:

1. use the many skills related to developing copy for a newspaper
2. prepare a weekly column for the local newspaper
3. accept the responsibility of meeting a deadline with a finished product

Activities:

1. An introduction to all aspects of newspaper reporting was provided

2. The students learned the skills of:

    a) listening
    b) observing
    c) summarizing
    d) expressing ideas in clear and concise writing

3. The students experienced writing-up:

    a) on-the-spot interviews
    b) speeches
    c) meetings
    d) panel discussions
    e) demonstrations
    f) sports events
    g) other school activities

4. Students wrote a weekly column for the Franklin Journal including:

    a) straight news stories
    b) feature articles
    c) sports writing
    d) editorials

Mr. Loren Ritchie, Principal
Katahdin High School
Stacyville, Maine

High School Environmental Control Project*

Description of the Program:

The Environmental Control Project at Katahdin High School was designed in the hope that it might make the participants, and indeed the communities, more aware of the needs and potential of the Katahdin area. More specifically, it was intended that the participants follow up the course with a work study program in a field that is compatible with their interests. It was also intended that a specific training program be set up later to train student assistants designed in the operation and/or management of one of the environmental programs pertinent to the area. The course is co-educational.

Concepts:

1. People have different responsibilities and some direct the work of others
2. There are different requirements for every career
3. A person may be skilled and happy in several different careers and work experience helps him/her make the best decision
4. The location of natural resources determines in part where many people live and work and spend their time
5. Distances between places limits the flow of materials and people
6. There are many different things which are made, grown, mined and collected
7. It takes many different abilities to obtain a certain product
8. It takes special machinery, equipment and parts to get a certain product ready for use and these come from many different places
9. As natural resources run out products made from them are no longer made or are made diffently
10. Some careers require both preparation and a certificate or license in order to enter

Objectives:

The students will:

1. be exposed to a variety of careers related to environmental control
2. develop adequate skills in one or more environmental control areas to enter the labor market
3. be more aware of their own interests, abilities and values
4. The community will be more involved with school activities as a result of this program

Activities:

The course involved about 110 hours of instruction and allowed one high school credit to be applied to the program of those students involved. It was offered during the school day at sites off the school campus. Each session consisted of a two-four hour time period. The students attended class under the released time concept, this phase of the program being determined by the faculty member concerned

The phases, their approximate length and order of appearance, follow:

1. Environmental Improvement Commission - One session
2. Woods Fire Control - Four sessions
   Entomology - One-two sessions
   Small Woodlot Management - One-two sessions
3. Game Biologist - Three-four sessions
4. Parks and Recreation - Two-three sessions
5. Baxter State Park Authority - Two sessions
   Park Ranger - Two sessions
6. Fire Control - Structural Frame Dwellings - Four-five sessions
7. Matagamon Scout Base - Three-four sessions
8. State Warden Service - Two-three sessions
9. Fish Stream Project - Two-three sessions
10. Woods Safety - Two sessions
11. Special Training for fire-fighting by Maine Forest Service - Five-ten sessions
12. Allagash Wilderness Waterway - One session
13. Huber Corporation - One session
14. Work Study - Six weeks
15. Matagamon Wilderness Trip - Five days

* This program has received a Presidential Award and one from the U.S. Department of Agriculture

Mrs. Jean Fernald
Mrs. Ruth Gott
Home Economics Teachers
Mt. Desert High School
Bar Harbor, Maine

A Coed Housing Course

Description of the Program:

Home Economics programs have expanded in recent years to include experiences for both girls and boys. A number of such programs operate at Mt. Desert High School including the housing program described below (a description of other programs open to boys may be obtained by contacting either of the individuals noted above). The housing program meets daily for one semester and consists of forty Junior and Senior students of which about one-third are boys. Credit is earned toward graduation.

Concepts:

1. Careers can be classified, grouped and compared in many ways; the "cluster" study procedure is one such way
2. The location of natural resources determines in part where many people live and work and spend their time
3. It takes many different abilities to obtain or produce a certain product
4. It takes special machinery, equipment and parts to get a certain product ready for use and these come from many different places
5. As natural resources run out products are no longer made or are made differently
6. People need income for the basic necessities of life as well as for other aspects of living and this income is usually acquired by working
7. The amount of income earned usually influences the things which can be purchased and the things a person can do
8. Career changes occur because of the changes in the way products are made
9. Generally, there is a relation between the amount of preparation an individual has and his income but this isn't always true
10. Some careers require both preparation and a certificate or license

Objectives:

The students will:

1. become aware of the true meaning of housing and all of the decisions which need to be made in relation to housing
2. become aware of the many careers related to the housing industry
3. be able to develop a housing project incorporating all that has been covered in the class

Activities:

1. The students were provided with an entire scope of the program which is lab-class oriented

2. The students became knowledgeable about all aspects of housing:

    a) purchasing
    b) renting
    c) contracting
    d) the role of realtor
    e) the role of banker
    f) contracts
    g) loans
    h) floor space needs
    i) excavation
    j) land use
    k) etc.

3. Field trips were taken: (using school owned Econoline vans)

    a) to property being subdivided. Discussions were held with resource personnel concerning land values, proper use of land for best housing value
    b) to homes under construction - from moderately to high priced
    c) to homes already built where various features were noted
    d) to an older home which had been completely remodeled (talked to the owner)
    e) to meet a contractor at a site and discuss the cost per square foot. He showed the ways of checking for construction
    f) to see a foundation under construction and hear about the needs for drainage, etc.
    g) a van tour of Mt. Desert Island was completed with notations made on the various designs and placement of the houses

4. Resource visitors from the community talked to the class about:

    a) banking, loans, contracts - a Banker
    b) the role of the Realtor - a Realtor
    c) upholstering - an upholsterer

5. Students in the class developed an individual housing project during the semester from the floor plan to furnished house including plans for furniture and appliances. Help was available from within the school as students from the mechanical drawing class helped with scale drawings of the house plans while others demonstrated ways of refinishing furniture

Dale Woodward, Instructor
Hermon High School
RFD #2, Bangor, Maine

Appliance Repair - Grade Twelve

Description of the Program:

The servicing of appliances is a major need in a technical-ogical society. The following is a description of a year-long appliance repair course provided senior boys at Hermon High School. It is expected that upon successful completion of the course the students will be able to enter the appliance repair business as repairmen and in some cases as owner and/or manager of their own shop.

Concepts:

1. People work for many reasons but all careers are related in some way
2. There are different requirements for every career
3. A person may be skilled and happy in several different careers and work experience helps him/her make the best decision
4. People need to get along with others
5. Rules and regulations are necessary to work effectively
6. Some careers require both preparation and a certificate or license

Objectives:

The students will:

1. learn to repair and service household appliances using the standard tools utilized in appliance repair work
2. become acquainted with business procedures related to servicing appliances and establishing a small business
3. become effective in personal public relations, e.g. how to present self to the public, how to accept others, and what to expect from the public
4. become aware of the supply and demand for appliance servicemen and how to go about securing a position
5. become aware of their interests and abilities in relation to appliance repair work
6. reach a decision whether to follow the appliance line of work, pursue further training or enter some other field

Activities:

1. Laboratory-classroom meetings were held daily for two periods throughout the year to learn the skills of appliance repair

2. Each student worked individually for three consecutive

days during the course with a local appliance serviceman

3. Each student became proficient in repairing the following equipment: (in this order)

   a) dryers (both gas and electric)
   b) washers
   c) dualamatics (combination washers and dryers)
   d) electric range
   e) toasters, mixers, and hand saws
   f) refrigerators
   g) electric motor repair

4. Appliances were fixed for teachers and local people

5. Students fixed appliances given to the school free of charge. These were auctioned off for costs. (When a profit was realized it was used to purchase further tools and equipment)

6. Students role-played telephone calls from customers and wrote down the problem, make, and kind of appliance and with the help of appliance manuals attempted to analyze the problem. They kept track of time and cost of parts and then made out a billing after reparing the appliance (a shop repair). They learned how to:

   a) ask questions - interviewing skills (Guidance)
   b) use and read service manuals (English)
   c) analyze problems (Mathematics, Industrial Arts)
   d) make out billing along business lines (Mathematics)
   e) check out their problem analysis on a machine (Business Education)

7. Students individually accompanied the instructor to one of the electrical warehouses. He was introduced to the manager, toured the resource and became acquainted with ordering procedures

8. Information relative to opportunities for further training in electrical work was provided the students

Resources:

1. Appliances - some purchased, most provided free of charge
2. Telephone book
3. Service manuals
4. Billing forms
5. Tools
6. Appliance News

Evaluation Procedures:

1. Each student identified such parts as:

    a) washers - pumps, water inlet valves, timers, motors, transmissions, and other moving parts
    b) toasters - elements, cords, cord caps, etc.

He was able to identify most of the basic moving and electrical parts of all kitchen and laundry appliances

2. He actually removed and re-installed timers, motors, cords, cord caps, moving mechanical parts, as per service specs, and under the instructor's supervision
3. He submitted a written report on his On the Job Training with the service man in the area he worked with for several days
4. The service man he worked with gave an oral report to the instructor as to the efficiency of each student

Mrs. Charlotte C. Tucker, Head
Business Department
Narraguagus High School
Harrington, Maine

Preparing for the Business World

Description of the Program:

Seniors in the Business Department program at Narraguagus High School have an opportunity to explore the career placement function during their last semester in school. The information which follows describes the steps taken to prepare the students for the world of work. It is assumed all students will have first satisfactorily completed courses in the use of business machines, filing, duplication procedures, office practices and some practical experience in the school administration offices.

Concepts:

1. People have different responsibilities and some direct the work of others
2. There are different requirements for every career
3. A person may be skilled and happy in several different careers and work experience helps him/her make the best decision
4. The amount of a person's income is determined in many different ways
5. Some careers require both preparation and a certificate or license
6. The types of things a person does while preparing for a career may not be identical to what he does when he enters the world of work

Objectives:

The students will:

1. be able to assess their own strengths and weaknesses
2. know how to go about applying for a position
3. become acquainted with the availability of positions in the business area
4. develop career interviewing skills
5. make application for a position

Activities:

1. Each student studied his own interest, abilities, achievements, likes, dislikes, hobbies, etc.

2. Career opportunities were explored through the use of:

    a) library materials
    b) guidance sources

3. Reports were made to the class by each student on three careers which interested him/her:
    - a) the availability of the position
    - b) financial reimbursement
    - c) geographical location
    - d) advancement opportunities
    - e) working conditions
4. Tapes and filmstrips related to careers (furnished by Lodestone of Calais, Maine) were used in class:
    - a) World of Work
    - b) Eye Gate
    - c) Guide to Finding a Job
5. Students learned to use personal data sheets, letters of application, and personal interviews
6. Positions were located through:
    - a) newspapers
    - b) Maine Employment Security Commission
    - c) Personal inquiries
7. Career interviews were role-played in the classroom using TV
8. Students applied for actual positions and interviews

Evaluation:

1. Students were prepared for future job applications
2. A folder was kept on each student

Mrs. Glenna Atwood
Project Director
Hampden Academy
Hampden, Maine

Independent Living

Description of the Program:

Independent Living is a program offered the students at Hampden Academy through the integrated efforts of the departments of Business, Social Studies and Home Economics. An attempt is made through this program to better prepare all students for life beyond high school. Classes rotate each six weeks providing students an opportunity to acquire additional information relating directly to their future careers and life style. The unit "Housing" is described below as indicative of the combined efforts in this program.

Concepts:

1. Everyone who works helps others
2. People work for many reasons but all careers are related in some way
3. There are different requirements for every career
4. When a person plans his career over a period of time he may be happier and more successful as a result
5. It takes many different abilities to obtain or produce a certain product
6. People need income for the basic necessities of life as well as for other aspects of living and this income is usually acquired by working
7. The amount of income earned usually influences the things which can be purchased and the things a person can do
8. The amount of income for work usually increases as does the cost of the product

Activities of the Three Integrated Departments:

1. Housing and Home Economics:
   The students related personal goals and values to choosing their future living quarters. Career choice affects the mobility of the family and thus the housing situation. Apartments, mobile homes, owning a home and building a home were all considered along with costs involved in budgeting for these. Choice of site and outside surroundings were considered. Some students did projects having to do with decorating an apartment inexpensively, refinishing furniture or other home decorating of their interests.

2. Business Department and Housing:
   The students learned in this area how to go about obtaining a mortgage or a loan and the amount of money

required for a down-payment on various kinds of housing. A field trip to a bank was part of the experience provided with an opportunity to discuss fiscal matters with a loan officer. Rent leases and other contracts were also studied. Various kinds of loans were considered including V.A., F.H.A. and conventional loans.

3. Social Studies and Housing:

   This portion of the Housing study considered such aspects as:

   a) the role of the real estate agent
   b) zoning laws and other laws
   c) taxes
   d) insurance
   e) deeds
   f) liens
   g) contracts
   h) complaints - where, when and how to file

4. Other activities students have been engaged in:

   a) met with the School Superintendent and Educational Committee Members from the Board of Directors
   b) took field trips to colleges and other preparatory institutions
   c) took field trips to department stores and travel agencies
   d) participated in career games and other simulated experiences
   e) heard speakers from the community
   f) made presentations for parents, students and friends
   g) conducted in-depth research projects coinciding with a specific interest area. The following are some of the topics:

      The World of Advertising
      Buying by Mail
      A Plan for an Ideal Community
      Decorating Your Own Apartment
      Buying a Car
      A Year Between High School and College
      The Home You Look Forward To

Chapter Six

CAREER EDUCATION "RESOURCE ACTIVITIES"

The activities in this chapter, as previously noted, do not necessarily arise from the integration of career education into the classroom-curriculum. However, they are indicative of procedures which schools might adapt to supplement an integrated career education program. They provide additional opportunities for students to experience career "awareness," "exploration" and "preparation." In particular, these activities demonstrate ways in which the school and community can become involved in the career education effort.

Mr. Richard Burger, Principal
Herbert Gray School
Old Town, Maine

Camping and Careers

Description of the Program

"Elementary School Camping is becoming increasingly popular across the nation. It has been found that a number of important lessons can be taught readily in a camping environment that do not lend themselves to the more familiar classroom. Nature study is an obvious choice, but equally important social goals such as cooperation and self reliance can be developed." (Bangor Daily News, April, 1973) Following is a description of Old Town's four day Elementary Science Camping Trip held in 1972. The 1973 trip will be divided into two sessions for all 6th grade students during the last week of May and the first week of June.

Concepts:

1. People need to get along with others
2. Everyone who works helps others
3. People have different responsibilities and some direct the work of others
4. There are different requirements for every career
5. Some things can be done better in certain places
6. The location of natural resources determines in part where many people live and work and spend their time
7. Distances between places limits the flow of materials and people
8. There are many different things which are made, grown, mined and collected
9. It takes many different abilities to obtain or produce a certain product
10. As natural resources run out products are no longer made or are made differently

Objectives:

The students will:

1. learn about sciences as related to forestry, ecology and conservation, marine life, soils, wild life, geology and mineralogy, and fire science
2. become aware of the careers of scientists as they meet with them
3 have an opportunity to demonstrate responsibility, self reliance and cooperation

Activities:

1. Plans were developed for the four day camping trip based on previous camping trips (this is the sixth year of the program) and the needs of the 6th grade students

2. Expenses were raised by:

    a) students through popcorn sales, car washes, food sales, school parties, lawn sales, etc. (no door to door solicitation was permitted)
    b) the School Board which furnished the transportation
    c) donations from merchants
    d) a $3.00 fee assessed a family for each child taking the trip (no child is excluded if he/she cannot afford the $3.00)

3. The staff was selected from:

    a) faculty and administration volunteers
    b) Junior High School students who helped with the cooking (there were 76 volunteers for the 3 positions this year - no pay)
    c) High School students who acted as counselors (there were 80 volunteers for the 20 positions this year - no pay) An in-service counseling program was provided for volunteers. (Copies of the camp counseling in-service procedures available from Mr. Burger)
    d) Resource scientists who gave freely of their time

4. Trip activities included:

    a) a tour of historical Fort Knox and an investigation of the dungeons
    b) a visit to the Orland Fish Hatchery and a talk with the Fish and Game Warden
    c) a climb up Blue Hill and the Fire Tower; a talk with the Fire Ranger
    d) a visit to the Deer Isle clam flats and a talk with the Marine Biologist about his work; students were provided specimen bags to take samples back to school
    e) a meeting with the Park Ranger at Acadia National Park (Bar Harbor) who talked with group about the science of the area and about his occupation
    f) a meeting with a soil conservationist who demonstrated the transit and soil tester and talked about his work
    g) a meeting with a State Forester who took a core sample from a tree to explain the history of trees
    h) a tour of the Coast Guard Station at Southwest Harbor where the class learned about navigation and the men who protect people on the sea
    i) a visit to the world famous Jackson Laboratories

where the students watched a movie in the theater, visited labs, saw the mice and talked with scientists

(Ed. Note: An excellent report entitled "Science Camp Log", written from the viewpoint of a student following the 1971 camping trip, is available from Mr. Burger. Staff members from Old Town will be happy to share with other communities and schools information about the program. Contact Dr. John Grady, Superintendent of Schools, Old Town, Maine, if interested)

Mrs. Barbara Cuetara
Sixth Grade Teacher
Asa Adams School
Orono, Maine

"Activity Period" Career Awareness

Description of the Program

Students in the 6th grade at Asa Adams School can select an activity to participate in voluntarily which meets once a week over a four week period. The following is the plan of one such activity period in which students participated this year.

Concepts:

1. People need to get along with others
2. Everyone who works helps others
3. People have different responsibilities and some direct the work of others
4. There are different requirements for every career
5. Some things can be done better in certain places

Objectives:

The students will:

1. exercise a degree of autonomy in self-selecting a career to observe on a field trip
2. become more aware of the careers in their own community
3. develop skills in interviewing
4. become confident that they can inquire of adults about the responsibilities of different kinds of work
5. experience a closer relationship with adult workers

Activities:

1. During the first week careers and work were discussed and plans developed. These included:
   a) a discussion of why people work
   b) a discussion of the different kinds of work
   c) a discussion of the work the students' parents are engaged in
   d) a series of interview questions to ask on the field trips
   e) interviews conducted with some one in the student's neighborhood using the questions developed
   f) a list of careers which interested the students
   g) permission slips issued to be taken home and returned at the next meeting
2. During the second week the students went in groups of 2

or three with a parent on a series of field trips which included:

- a) a Veterinarian
- b) a flower shop
- c) a used auto parts shop
- d) a nursing home
- e) a bank
- f) an insurance company
- g) a heavy equipment company (road construction)
- h) the post office
- i) a television station
- j) a biology laboratory
- k) a teacher

3. The third week was utilized in evaluating the field trips of the previous week and planning for the final field trip. This included among other things role playing interviews.

4. During the final week there was another field trip into the local community, aided by parents.

Mr. Richard P. Ducharme, Teacher Trainee
Frye Elementary School
Lewiston, Maine

Two on the Career Ladder

Description of the Program

Junior and Senior High School students often have the opportunity to try out various manipulative skills but this experience is not always available to elementary children. The activities described in this program have been developed to provide elementary age children with an opportunity to increase their awareness of skills for a variety of careers and to enhance the self image of the child through active participation in manufacturing useful items with a relation to those things learned in the classroom. It also provided a COP (Career Opportunity Program) Teacher Trainee the opportunity to move up his own career ladder.

Concepts:

1. There are many things I can do
2. I like to see the results of the things I do
3. I learn to do many things easily while there are other things which are more difficult to learn
4. People need to get along with others
5. Some things can be done better in certain places
6. It takes many different abilities to obtain or produce a certain product
7. It takes special machinery, equipment and parts to get a certain product ready for use and these come from many different places

Objectives:

The children will:

1. learn about the manipulative skills necessary for a variety of careers
2. develop the manipulative skills noted above through the use of hand tools
3. develop pride in personal achievement through the design and manufacture of real things which are useful at home or in the school
4. find that the experiences and knowledge learned in this course are related to the classroom curriculum

5. The program will provide an opportunity for a COP Teacher Trainee to gain experience for his own professional career growth

Activities:

1. A COP Teacher Trainee with skills in the manipulation of simple tools was engaged to work with upper elementary age children over an eight week period

2. Children in grades 4, 5 and 6 of Frye School met 2½ hours a week with the Teacher Trainee

3. The students learned to use the following tools:

    a) vises
    b) small hand saws
    c) hammer
    d) rule
    e) square
    f) drill
    g) sandpaper
    h) plane
    i) paint brush

4. Each student selected a project to make

5. Students learned to use blueprints in making their project

6. Upon completion of the woodworking project students took their projects home

7. Movies were viewed showing various woodworking careers

8. A field trip was taken to a furniture manufacturer so students could see the various operations

Mrs. Sharon Martin
Language Arts Teacher and Program Advisor
Montello Junior High School
Lewiston, Maine

Adopt a Grandparent

Description of the Program

Montello Junior High School offers an activity period three times a week as part of the on-going curriculum. One of the activities open to students which meets once a week is the "Adopt a Grandparent" program. This program is designed to give students an opportunity to serve others and learn more about themselves and possible careers in the helping fields.

Concepts:

1. I do things to help others
2. There are some things I do which make me feel good
3. People need to get along with others
4. Everyone who works helps others
5. People have different responsibilities and some direct the work of others
6. Careers can be classified, grouped and compared in many ways; "cluster" study procedure is one such way
7. There are different requirements for every career
8. A person may be skilled and happy in several different careers and work experience helps him/her make the best decision
9. When a person plans his career over a period of time he may be happier and more successful as a result
10. Some careers require both preparation and a certificate or license in order to enter

Objectives:

The students will:

1. learn about an older generation of people
2. be provided an opportunity to serve others
3. learn about careers in the helping services
4. increase their communication skills as a result of participating in this program

Activities:

1. Students at Montello Junior High School signed up for the activity, "Adopt a Grandparent", which meets once a week. Fifteen are enrolled at this time.

2. Students learned about the problems of the aged and how they can be helped.

3. Students volunteered to spend one hour per week with the elderly providing them some service, such as writing letters for them, reading to them, and where possible helping them move about.

4. The following resources were utilized:

   a) the Senior Citizens Center
   b) Marcotte Home
   c) Montello Manor
   d) Good Shepherd Nursing Home

5. Students had an opportunity to become acquainted with various helping services careers through contact with professionals who visited the class as resource personnel. So far this year the students have had an opportunity to interact with:

   a) a panel including Mrs. Casson, RN, Mrs. Girard, an Aide, and Mr. Alward, LPN.
   b) Dr. Roland Potvin, Respiratory Therapist
   c) Miss Paula Allen, RPT, Physical Therapist at Central Maine General Hospital, Miss Laurie Pillersdorf and Miss Tina Eccher, Physical Therapy students from the University of Vermont.

6. Students accepted the following responsibilities related to guests:

   a) meet the guest at the office
   b) introduce the guest to the club
   c) prepare questions concerning career information
   d) photograph guests
   e) record guests on cassette
   f) complete evaluation forms on the visits

Mrs. Marilee Dunklee
Mrs. Barbara Plisga
Language Arts Teachers
Miss Margaret Yeatman
Guidance Director
Dr. L.S. Libby School
Milford, Maine

Exploring Post-Secondary Career Opportunities

Description of the Program

Some major educational decisions are reached when students leave the Dr. L.S. Libby School at the end of the 8th grade. To help the 64 students in the 8th grade gain an awareness of educational opportunities related to careers, and to help make the school experience more relevant, a field trip was taken with groups of 20-22 students going to one of three training institutions.

Concepts:

1. Everyone who works helps others
2. People have different responsibilities and some direct the work of others
3. Careers can be classified, grouped and compared in many ways; the "cluster" study procedure is one such way
4. There are different requirements for every career
5. When a person plans his career over a period of time he may be happier and more successful as a result
6. The amount of preparation for a career varies with the career selected. Some programs prepare people for many different kinds of things while others are very specialized
7. There are many different kinds of places where an individual can prepare for a career, some of which require a person to have certain skills or abilities to enter
8. Some careers require both preparation and a certificate or license

Objectives:

The students will:

1. learn about post high school career-oriented educational opportunities
2. develop oral and written communication skills
3. be more likely to decide on completing high school and seeking advanced training as a result of the program

4. The students' social and educational horizons will be widened and they will have an opportunity to demonstrate responsible behavior while taking field trips.

Activities:

1. A decision was reached to offer the 8th grade students at Dr. L.S. Libby School an opportunity to visit post-high school educational institutions.

2. Contacts were made with Eastern Maine Vocational Technical Institute, Beal College and University of Maine at Bangor by Miss Yeatman, Guidance Director.

3. A previsit survey was conducted to determine each student's expectations of a field trip to educational institutions.

4. Students listed in rank order the preference of the institutions they wished to visit.

5. Acceptable behavior patterns while taking the field trip were discussed in class.

6. The 64 students were divided into three groups based on expressed interest and spent about two hours at either University of Maine at Bangor, Beal College, or Eastern Maine Vocational Technical Institute.

7. In addition to the tour the students talked with various personnel at the institutions regarding the programs offered, requirements to enter and career possibilities upon completion of the program. Students were provided brochures and pamphlets by the separate institutions.

8. A post-visit survey was conducted to determine if the previsit expectations were realized (form attached).

9. Class discussions were conducted to share learnings and information about each institution visited.

10. Individual letters of appreciation were written and sent to each school visited.

PRE - TRIP SURVEY

Name Section

1. What do I want to know about the college/school?

2. What I would like to see.

3. What do I think I could gain if I enrolled there?

4. Do I think I would like to take courses there?

Choices (use 1 for 1st choice, 2 for 2nd choice, 3 for 3rd choice):

____Beal College

____Eastern Maine Vocational Technical Institute

____University of Maine at Bangor

POST - TRIP SURVEY

I went to ____________________________

1. What impressed me most was
2. I would / would not like to go there. My reason(s) are
3. Things I did not like at __________________ were
4. Did this trip have any value for you? Explain
5. Should other trips be planned? Where?
6. Suggestions or comments (please give reasons for your suggestions or comments)

Hazel Guyler, Counselor
NOW Program
Lewiston Schools
Lewiston, Maine

A Ninth Grade Career Day

Description of the Program

As a part of the total on-going career education program in the Lewiston schools a one day Career Education Day was held in the two Junior High Schools. The purpose of the program was two-fold: 1) as an in-service experience in Career Education for the staff, and 2) to provide greater career awareness and exploratory experiences for the students.

Concepts:

1. People work for many reasons but all careers are related in some way
2. Everyone who works helps others
3. There are different requirements for every career
4. When a person plans his career over a period of time he may be happier and more successful as a result

Objectives:

1. More teachers will become aware of career education concepts by planning and implementing a Career Education Day.
2. Teachers will integrate career education components into their regular class for the one day.
3. As a result of the program teachers will integrate career education components into other phases of their curriculum during the school year.
4. The teachers will become aware of the available career education resources.
5. Students will become more aware of various career opportunities.

Activities:

1. A meeting was held between the NOW Counselors and the Junior High School Principals to establish format and dates.

2. An in-service meeting on career education was held with the school staff relative to:

   a) objectives of career education
   b) the ways teachers could integrate career education components and activities into their classrooms
   c) career education resources available from the NOW program - career kits, audio-visual materials, sample lesson plans

3. The teachers completed a Survey Form indicating resource material and equipment they would need.

4. The teachers completed a brief outline of their objectives, activities and evaluation procedures they intended to follow.

5. A Career Education Day was held at which time the teachers and students explored careers through films, filmstrips, kits, interview tapes, and in one classroom, students demonstrated practical application of job knowledge and skills by setting up a restaurant where they prepared and served finger foods.

6. A survey of teachers and students was conducted upon completion of the program to determine their attitude toward Career Education activities and the program (both surveys attached)

Evaluation:

The following is a summary of the evaluations.

1. Both students and teachers expressed positive comments about the experience.
2. The vast majority of the students indicated an increased knowledge about careers.
3. A large number of the students indicated a need for more career information and experience.
4. Teachers felt a course in career education should be offered 9th grade students as an elective.
5. Teachers expressed an interest and willingness to include career education activities within their curriculum.

N.O.W. CAREER EDUCATION SURVEY

TO: Grade 9 Teachers

FROM: N.O.W. Staff

Will you please complete the items on the survey so that N.O.W. Staff can obtain some feedback concerning your sincere personal opinion of the Career Education Activities you conducted on February 13 and February 14?

1. Check the career activities that took place in your classrooms during career education day.

___Film
___Filmstrips
___Video Tape Recording
___Discussion of Jobs
___Completing Application for Job Form
___Occupational Exploration Kit
___Job Exploration Kit
___Interview Tapes
___Survey of Study Habits and Attitudes
___Guest Speaker

___Practical application of job knowledge and skills
___Other. Please describe. ______________________________

Now write before the activity you thought was most helpful to students #1. Write 2, 3, etc., in the order you think activities were most helpful to students.

2. Check the degree to which you think the students increased their knowledge of career information.
___Very much ___Much ___Some ___A little ___None

3. Check the degree to which you liked being the "provide" of career information for your students.
___Very much ___Much ___Some ___A little ___None

4. Check the frequency you think that career information might be included in your classroom activities.
___Not at all
___One period each week
___One period each month
___One period each 9 weeks
___One period each semester
___Other (Please explain)

5. Do you think a course in career education should be offered to ninth grade students as an elective? ___Yes ___No ___I don't know

6. Do you think a career education course at grade nine should receive academic credit? ___Yes ___No ___I don't know.

7. Do you think all grade nine students should explore careers through a course in school? ___Yes ___No ___I don't know.

8. Please comment briefly on the following:

A. What I like most about providing career activities for my students.

B. What I liked least about providing career activities for my students.

C I would (would not) be willing to include career information in my academic classes in the future because

D. What suggestions can you make that will help N.O.W. Staff assist you in meeting your/student career needs more effectively?

DO NOT SIGN THIS SURVEY

TO: Grade 9 Students FROM: N.O.W. STAFF

During Vocational Education Week (February 11-16) some of your teachers conducted activities in the classroom related to CAREER EDUCATION. Thank you for participating - we recognize that all day long is a long time to be involved with one topic even though teachers used different approaches to the subject! So that N.O.W. STAFF can provide you and your teachers with effective career education services, we would like you to complete the following items sincerely from your personal point of view.

1. Check the career activities that took place in your classroom during career education day on February 13 or 14.

___Film
___Filmstrips
___Video Tape Recording
___Discussion of jobs
___Discussion of self
___Completing Application for Job Form
___Occupational Exploration Kit
___Job Exploration Kit
___Interview Tapes
___Survey of Study Habits and Attitudes
___Guest Speaker
___Practical application of job knowledge and skills
___Other. Please describe.

Now write #1 before the activity you thought was most helpful to you in exploring a career. Write 2, 3, etc., in the order you found activities most helpful to you.

2. Check the degree to which you think you increased your knowledge of career information.
___Very much ___Much ___Some ___A little ___None

3. Check the degree to which you liked the career information activities.
___Very much ___Much ___Some ___A little ___None

4. Check the frequency you would suggest that career information should be included in your classroom activities.
___Not at all
___One period each week
___One period each month
___One period each 9 weeks
___One period each semester
___Other (Please explain)

5. IF a career education course would be offered as an elective, would you choose to participate? ___Yes ___No ___I don't know

If you answered "yes", check how many sessions it should continue.
___5 periods a week for 1 week only
___5 periods a week for 4 weeks
___5 periods a week for 9 weeks
___5 periods a week for 18 weeks
___Other (Please explain)

6. Do you think a career education course meeting 5 periods a week for 9 weeks should receive ½ academic credit? ___Yes ___No 18 weeks for ½ credit? ___Yes ___No

7. Do you think all ninth grade students should explore careers through a course in school? ___Yes ___No ___I don't know

8. Do you know what career(s) interest(s) you? ___Yes ___No

9. Do you know the educational/training requirements of careers that interest you? ___Yes ___No

10. Do you know where you can get the education or training for the careers that interest you? ___Yes ___No

11. Are you satisfied with what you already know about careers you might be able to pursue? ___Yes ___No

12. Do you know the difference between "skilled", "unskilled", and "professional" work? ___Yes ___No

13. Please comment briefly about the following: (Write on this sheet. Use the other side if necessary).
What I Liked Most About The Career Activities in the Classroom Was

What I Liked Least About The Career Activities in the Classroom Was

What I Learned About Careers on February 12, 14 Was

HOW CAN N.O.W. STAFF HELP YOU?

Thank you for your honest comments

Dr. Kenneth Nye, Assistant Principal
Mr. James Ippolito, Guidance Counselor
Rumford High School
Rumford, Maine

Independent Study Week

Description of the Program:

The following is a description of the program as stated in the "Independent Study Week Handbook", 1973.

> Independent Study Week consists of a full week of school time given over entirely to independent work by students. No regular classes will be held; no bells will ring to announce the beginning or end of learning "periods". The week is designed to provide each student with the opportunity to spend a concentrated period of uninterrupted time learning about a topic, problem or career of particular interest to him. Because some students learn best by reading, others by observing and others by doing, I.S.W. will permit each student to learn about things he wants to learn about in ways he can best learn them. This means that many students will be working outside of the high school during I.S.W. actively participating in learning activities that will range from medical assistantships to garage maintenance, from milk production and delivery to state government.
>
> The challenge for each student is to design a study project that is at the same time enjoyable, worthwhile and relevant to his individual interests and needs. One-hundred and thirty-seven topics were identified running from Accounting, Aerodynamics and African Studies to Weaving, Welding and World History from which the students can select or they can develop a research plan on a topic not listed. (A complete listing is available in the pamphlet "Topic Catalogue, Independent Study Week '73".)

The following is a description of a group guidance program offered all Sophomore and Junior students which was integrated into the I.S.W. (I.S.W. was participated in by all seven-hundred and fifty students in grades ten through twelve, but the description below only pertains to the tenth and eleventh grades.)

Concepts:

1. People need to get along with others
2. People have different responsibilities and some direct the work of others
3. Rules and regulations are necessary to work effectively
4. Careers can be classified, grouped and compared in many ways; the "cluster" study procedure is one such way

5. There are different requirements for every career
6. When a person plans his career over a period of time he may be happier and more successful as a result
7. Some things can be done better in certain places
8. It takes special machinery, equipment and parts to get a certain product ready for use and these come from many different places
9. The amount of income earned usually influences the things which can be purchased and the things a person can do
10. People change and so the careers they follow often change during life
11. Generally, there is a relation between the amount of preparation an individual has and his income but this isn't always true
12. Some careers require both preparation and a certificate or license
13. The types of things a person does while preparing for a career may not be identical to what he does when he enters the world of work

Objectives:

The students will:

1. demonstrate responsibility in pursuing an independent project by completing a written, verbal or oral report
2. become more aware of the world of work by experiencing a week in a career of their own interest

Activities:

1. In the fall of the 1972-73 school year, the guidance counselor met with all sophomore and junior students in small group sessions to introduce and discuss the concepts of career education and the occupational clusters

2. During the group sessions, students were required to indicate their career interests according to the cluster key. It was then suggested that each student investigate within their cluster choice careers which may have been unknown to them

3. Research materials and methods of research were also introduced with the recommendation that students completely research their career choices before making a definite post-high school decision

4. One of the research tools suggested was the Independent Study Week project, a program devised by Assistant Principal Kenneth Nye. In this program the entire student body elected an individual project which they would be involved with during a period of a week. The projects chosen were basically related to students' career interest or involved a creative idea

5. The Independent Study Week organizational guidelines are as follows:

   a) students submitted their tentative projects for approval to the coordinator. Dr. Nye, who in turn made a judgement based on the project's educational value
   b) students were assigned to groups and a teacher-counselor (generally 15 - 17 students to a group) who met and counseled with them on their projects. Meetings were schedules during the school day for one period (45 minutes) during which time problems and questions concerning individual student projects were considered. The number of meetings held were related to need, averaging about seven per teacher-counselor
   c) Materials used in the program included a work sheet (attached), topic catalogue, contract (attached), and student evaluation form (attached)

6. All tenth through twelfth grade students spent one week, counted as school attendance, on an independent study project in January

7. Students filed a complete report on their projects

8. An evaluation form was completed on each student's performance during the Independent Study Week

9. Two Open Houses were held for the parents and the community at which time all written, created, photographed and carved projects were displayed

Evaluation:

The program has been in existence for two years and the reaction from students, faculty and community has been favorable.

Note: Details regarding the Independent Study Week may be obtained by contacting Dr. Nye.

Independent Study Week

Work Sheet

Name______________________________ Grade_________________
Advisor____________________________

1. What topic are you most interested in learning about?_________

2. What things do you want to learn about this topic? Write down the questions about this topic that you want to find the answers to.____

3. Where will you work on your project?________________________

4. If your project is to be done in another community and you will be staying overnight at someplace other than your own home, where will you be staying?____________________________
Name of adult in charge:______________________________
Address:____
Phone Number:__________________

PARENT CONSENT FOR OUT-OF-TOWN PROJECTS

I approve of my son/daughter planning an Independent Study Week project which will involve his/her staying overnight at the above address in the supervision of the above-named adult.

____
(Parent's Signature)

5. If your project will require a Non-School Supervisor, who do you plan to ask to work with you?
Name:____
Place of Employment:___________________________________
    When you have completed each of the following, place a check (✓) next to the item.
    a) I have phoned or personally contacted my Non-School Supervisor____
    b) My Non-School Supervisor has agreed to work with me____
    c) I have given my Non-School Supervisor a copy of the I.S.W. Handbook '73____
        Ask your Non-School Supervisor to sign this item, verifying that you have given him an I.S.W. Handbook

        ____
        (Signature of Non-School Supervisor)
    d) I have discussed with my Non-School Supervisor all of the things I would like to learn and do____
    e) My Non-School Supervisor has seen my completed Work Sheet and has approved it____

6. If you will be working somewhere other than at the High School,
    a) How will you get there every day?____________________
    b) How will you get home every day?_____________________

7. What hours will you be working?
    a) Monday____________
    b) Tuesday___________
    c) Wednesday_________
    d) Thursday____________
    e) Friday______________

8. Is there any reason why you might not be able to keep these hours once I.S.W. begins? If so, explain why?________________

9. Will you be required to wear a special uniform or special clothing for this project?________ If so, explain. ____________

10. Will you have to buy or collect any materials to do this project?________ If so, what things will you need to get?
____

11. Will you be making any progress reports to your Advisor during I.S.W.?__________ If so, when?____________________________

12. Will you be working with any other students on this project? ________ If so, who?________________________________

13. What form of evidence will you give your Advisor to prove that you have completed your contract? (Written report? Journal? Photographic Album?)________________________________

14. Project Activities

Shop, Art, Home Economics, Drafting, Crafts Projects

State clearly all of the objects that you plan to make or create during I.S.W.:____________________________________
State clearly all the things you plan to make or create as a part of your project. (For example, questionnaires, photographic albums, reports, journals, maps, etc.)________________________

Independent Study Week '73
January 22-January 26
CONTRACT

Student's Name____
Last First Middle
Year of Graduation_______________________ Home Phone________________
School Advisor's Name____

The above named Student hereby agrees to carry out in full the Independent Study Week Project herein described. It is understood that if this Contract is not completed by the end of Independent Study Week, the above named Student will be obligated to complete it on his own time. If the Contract remains uncompleted by the beginning of the next Independent Study Week, the above named Student may not participate further in the Independent Study Week Program. Furthermore, if the Contract remains uncompleted by the time of the above named Student's graduation from High School, the Student will not be given a High School Diploma.

The above named Student hereby agrees to carry out the following Independent Study Week Project:

The title of this Project will be:______________________________

This Project will be carried out at (place of study or work experience):____

The adult who will supervise this project will be:____________

____
(Name of Non-School Supervisor)

It is agreed that the above-named Student will arrive at his Place of Study and leave his Place of Study according to the following work schedule:

Monday______________	Thursday______________
Tuesday______________	Friday______________
Wednesday____________	

It is also agreed that the above-named Student will get to and from his place of Study by______________________________
(means of transportation)

(If the following items do not apply to your project, write "Does not apply.")

It is agreed that because of the special nature of this project, the above-named Student will wear the following Special Clothing:____

It is agreed that because this Project will be carried out in a community some distance from Rumford the above-named Student will not live at home during Independent Study Week. He will reside at:____

Address:____

Phone:________________ Name of Adult in Charge:____________

Lastly, it is agreed that the above-named Student will perform the Duties and Responsibilities assigned to him by his Non-School Supervisor or by his School Advisor.

At the conclusion of Independent Study Week, the above-named Student will submit to his supervising adult (either the Advisor or Non-School Supervisor) a Student Evaluation Form to be filled out by the Adult. The above-named Student will then present to his Advisor both the Student Evaluation Form and the following Form of Evidence of having completed his Independent Study Week Project:______________________________

This Contract will be considered completed when the Statement of Completed Contract amended to this Contract has been signed by the School Advisor.

____
(Student's Signature)

____
(Parent's Signature)

____
(School Advisor's Signature)

____
(Non-School Advisor's Signature)

Statement of Completed Contract

The above-named Student has presented to me the Student Evaluation Form filled out by his Non-School Supervisor attesting to the successful completion of his Independent Study Week Project. Furthermore, he has presented to me the Evidence, called for in the Contract, of having completed his Project. Therefore, this Contract may now be considered completed.

____
(Advisor's Signature)

Rumford High School
Independent Study Week
Student Evaluation

Student's name____________________Name of Evaluator______________

Title or Description of Project________________________________

1. Did the above-named student arrive for his study and leave at the times specified in his contract?__________

   If not, were you satisfied with his explanation of why he did not keep the agreed upon hours?__________

   Comments?____
2. Did the above-named student cooperate with you and perform the duties and responsibilities you assigned to him?_____________

   Comments?____
3. If you were to evaluate this student's performance during his week with you, how would you rate him?
   - a) Did an excellent job.
   - b) Did a good job.
   - c) Did an adequate job, but I was somewhat disappointed in his performance.
   - d) I was very disappointed in his performance.

   Comments?____

____
Signed

Thank you for taking the time to complete this evaluation. We have appreciated your help during Independent Study Week.

(All of the above forms have been reduced in size for the Guide.)

Mr. Perley Dean
Director of Guidance
Presque Isle High School
Presque Isle, Maine

The Chamber of Commerce as a Career Education Resource

Description of the Program

The personnel resources of the local community are a vital part of an effective career education program. Described below is the role the Presque Isle Chamber of Commerce serves in working closely with the High School in providing career awareness, exploratory and preparatory experiences for the students

Concepts:

1. Everyone who works helps others
2. People have different responsibilities and some direct the work of others
3. People work for many reasons but all careers are related in some way
4. Careers can be classified, grouped and compared in many ways; the "cluster" study procedure is one such way
5. There are different requirements for every career
6. A person may be skilled and happy in several different careers and work experience helps him/her make the best decision
7. When a person plans his career over a period of time he may be happier and more successful as a result
8. Some careers require both preparation and a certificate or license
9. The types of things a person does while preparing for a career may not be identical to what he does when he enters the world of work

Objectives:

1. Business, industry, labor and professional personnel in the community will play an integral part in the career plans of high school students.
2. Students will be assessed of their career interests and plans
3. Opportunities will be provided High School students to hear, meet, and in some cases visit and possibly work with local community personnel.

Activities:

1. The Presque Isle High School Guidance Department administered an interest check list to all students in grades 9 - 12 (a copy of the check list is attached)

2. The High School staff met with Chamber of Commerce personnel to relate the interests of students and the need for community resource personnel.

3. A committee from the Chamber of Commerce made initial contacts with individuals in the community to provide resources to meet the interests of the students.

4. Four consecutive Friday mornings were set aside at which time High School students voluntarily met those individuals from the community who came to school and talked about their particular field of work. This year over 750 students attended one or more Friday session.

5. Arrangements beyond the Friday session were decided between the student, the guidance department and the individual from the community. In some cases the contacts were followed by visiting the individual at his place of work and occasionally by becoming involved in the work experience itself. If the student needed transportation to the resource person's place of work this was provided by the school.

6. Follow-up was conducted by the school guidance department and an evaluation of the program is conducted yearly.

7. During the 1973-74 school year conferences will be held early in the school year in order that students will have more of an opportunity to meet with community resource personnel at their place of work.

CAREER CONFERENCES

FROM THIS VOCATION LIST, EACH STUDENT IS TO COMPLETE INFORMATION ON CARD BY LISTING FIRST PREFERENCE AND SECOND PREFERENCE IN APPROPRIATE CATEGORY PLUS YOUR NAME............................

ADVERTISING

AGRICULTURE
Crop Farmer
Dairy, Poultry, Livestock Farmer
Agricultural Mechanic
Agricultural Teacher

AIRPLANE
Pilot
Mechanic

ARMED SERVICES
Air Force
Army
Navy
Marine Corps

AUTOMOTIVE
Mechanic
Salesman
Service Station Operator
Truck Driver

BANK CASHIER

BUILDING TRADES
Contractor
Carpentry
Bricklayer

Surveyor

CIVIL SERVICE OPPORTUNITIES

CLOTHING DESIGNER

COMMERCIAL ARTS

DRY CLEANING & LAUNDRYMAN

ENVIRONMENTAL ENGINEER

HOTEL-MOTEL MANAGEMENT

INDUSTRY
Furniture Making
Frozen Potato Products
Plywood Mfg.
Machinist

INSURANCE
Automobile
Casualty
Sickness
Life
Loss Adjustment

MEDICAL AIDES
Dental Technician
Medical Technician
Medical Secretary
X-Ray Technician
Physical Therapist
Psychologist

MODELING

NEWSPAPERS
Journalist(reporting & writing
Editing
Printing
Linotype Operator

OFFICE WORKER
Bookkeeper
Sec.-Steno.
Legal Secretary
Electronic Data Processing

PROFESSIONAL
Accountant
Architect & Draftsman
Chemist
Clergyman
Dentist
Doctor
Electrical Engineer
Extension Agent
Mechanical Engineer
Lawyer
Librarian
Musician
Registered Nurse
Practical Nurse
Optometrist
Pharmacist
Photographer
Social Worker
Elementary Teacher
Secondary Teacher
Veterinarian

PURCHASING AGENT

RADIO/TV ANNOUNCER

RADIO/TV TECHNICIAN

RECREATION: Counselor,
Director, Programming

REAL ESTATE AGENT

RURAL DEVELOPMENT

SALESMAN
Inside Salesman
Outside Salesman
Wholesale Salesman
Advertising Salesman
Insurance Salesman

SCIENTIST

SMALL TOWN PLANNING

STORE MANAGER
Chain
Department
Grocery

SERVICES
Grocery Clerk
Sign Painter
Fireman
TV & Radio Repair

SERVICES, con.
Policeman
Game Warden
Home Economics Expert
Dietician
Chef
Baker
Barber
Beautician
Border Patrol
Florist
Interior Decorator
Meat Cutter
Motion Picture Operator
Plumber
Electrician/Lineman
Airline Stewardess
Tailor
Telegraph Operator
Telegraph Repair
Telephone Operator
Telephone Maintenance
Watch Repair
Welder

OTHER CHOICE NOT LISTED

Mr. Elliot Noyes
Guidance Director
Narraguagus High School
Harrington, Maine

"Mini" Placement Opportunities

Description of the Program

Career exploration experiences are necessary if high school students are to have sufficient background data on which to make vital decisions regarding their future. Narraguagus High School makes a concerted effort to provide students an opportunity to spend some time in a work environment outside the school. This "mini" placement program is conducted through the office of the school Guidance Director in cooperation with the school staff members and community resource people.

Concepts:

1. Everyone who works helps others
2. People have different responsibilities and some direct the work of others
3. There are different requirements for every career
4. A person may be skilled and happy in several different careers and work experience helps him/her make the best decision
5. Some things can be done better in certain places
6. People need income for the basic necessities of life as well as for other aspects of living and this income is usually acquired by working
7. The amount of preparation for a career varies with the career selected. Some programs prepare people for many different kinds of things while others are very specialized
8. Generally, there is a relation between the amount of preparation an individual has and his income but this isn't always true
9. Some careers require both preparation and a certificate or license
10. The types of things a person does while preparing for a career may not be identical to what he does when he enters the world of work

Objectives:

The students will:

1. discuss their career plans, as well as any concerns, with the school counselor.
2. be provided "mini" placement experiences wherever possible.

3. have a better perception of the world of work and their role in that world.

Activities:

1. The students individually, or in groups, came to the guidance office on a volunteer basis before school, out of study hall, at noon, or after school (to a limited extent out of class with teacher's permission).

2. The students indicated a desire for a mini experience in a work setting.

3. A discussion was conducted with students holding similar interests on their expectations from a mini placement.

4. The Guidance Director made appropriate arrangements for experiences in the community. This year, to date, the following opportunities have been provided students at Narraguagus High School: (This is in addition to programs in the school which provide on-the-job work experiences as part of a course)

    a) two students went to Clark's Florist Shop for one day
    b) 15 students (6 of which were boys) worked every week at the Narraguagus Nursery School 4 hours per day
    c) two students (one each week on alternate weeks) worked with retarded children 4 hours a day during the second semester
    d) ten boys spent one full day at McLaughlin's Garage and Moore's Body Shop (not all on the same day)
    e) two girls spent two days at Ellsworth Hospital with a nurse and a secretary
    f) four girls worked mornings every week at Machias Hospital as Candy Stripers
    g) ten girls spent 2 to 3 days each at Tracy's Restaurant in Harrington. Five were hired.
    h) two students went to Veterinarians for one day - Dr. Thomas of Perry and Dr. Toothaker of Ellsworth
    i) three students spent one day at the Pottery Kiln, a pottery shop in Steuben
    j) 35 students took a one day field trip to the Airport in Bangor. A local pilot talked with students about the industry and his work
    k) one student spent a day at the Machias Hospital in the kitchen
    l) 15 students spent one day (at various times) at the Telephone Company in Ellsworth
    m) arrangements were made for one girl to leave school and enroll at University of Maine at Machias before graduation

n) arrangements were made for two girls to take Art Courses at the University of Maine at Machias
o) three boys spent one day at the Blue Hill Mining Company in Blue Hill
p) three boys spent one day at the Regal Mill in Ellsworth
q) one boy spent one day a week at McLaughlin's Snowmobile Shop
r) one boy spent one day a week at Preston Smith's Snowmobile Shop

5. Students had an opportunity to discuss their mini-placements with other students and the guidance counselor.

6. Students may have other mini placement experiences during the year.

Mr. Ralph Carr
Guidance Director
Hermon High School
RFD # 2, Bangor, Maine

Project Women in a Man's World of Work

Description of the Program

The place of women in the world of work is being seriously questioned. With the advent of modern technology many careers today are not beyond the physical capabilities of women. In addition, it has been firmly established that intellectual capacity is distributed throughout the population without regard to sex differences. One is thus led to believe that to a considerable extent career choice is determined more by historical and cultural tradition than by physical and intellectual differences which restrict the capability of the individual. The information below describes a program conducted in five Maine High Schools to 1) acquaint twenty 10th and 11th grade girls in each of five schools with career opportunities, and 2) to prepare them to become available as resource people in their own schools (guidance aides).

Concepts:

1. Everyone who works helps others
2. People have different responsibilities and some direct the work of others
3. There are different requirements for every career
4. A person may be skilled and happy in several different careers and work experience helps him/her make the best decision
5. When a person plans his career over a period of time he may be happier and more successful as a result
6. The amount of preparation for a career varies with the career selected. Some programs prepare people for many different kinds of things while others are very specialized
7. Generally, there is a relation between the amount of preparation an individual has and his income but this isn't always true

Objectives:

The students will:

1. become acquainted with careers normally occupied by males.
2. be prepared to discuss these careers with other students.
3. meet with women earning their living in these career fields.
4. act as career guidance aides in their own schools

Activities:

1. The career interests of 864 tenth and eleventh grade girls attending five high schools were determined.

2. Ten 10th and ten 11th grade girls were selected from each of the five high schools to take part in the Project Women program.

3. The top ten careers selected by the 864 students which fell into male career categories (over 50% occupied by men) were chosen as the basis of the study.

4. The knowledge of the ten careers were assessed of the 100 girls in the program.

5. A career orientation was provided the 100 girls (20 from each school). Details on this aspect of the program may be found in the publication Project Women in a Man's World of Work and available without cost from the above individual as long as the supply lasts.

6. In-service training for the girls was provided over a two month period by the local school counselors in each of the five schools, and by graduate students from UMO who were taking their guidance apprenticeship course in the school. (Details in the above publication)

7. Materials relating to the ten careers under study were provided for the students.

8. A "Project Women Seminar" was held for the 100 girls in the project on the UMO campus. Attending the Seminar as resource people were women earning their living in careers normally occupied by men. Dr. Ruth Benson and Dr. Robert Grinder were the Keynote Speakers.

9. The 100 girls participating continued to serve in their own schools as guidance aides.

Mrs. D. Irene Carnie
Guidance Director
Mt. Blue High School
Farmington, Maine

The Health Careers Club

Description of the Program

The Health Club at Mt. Blue High School offers many opportunities for Career exploration and preparation. It is the purpose of this club to introduce the students to various careers and assist them with their career plans through the various activities which are described below. The program meets weekly during the "enrichment period" and is open to anyone in the high school at any time. An average of 25 students attend each meeting.

Concepts:

1. Everyone who works helps others
2. People work for many reasons but all careers are related in some way
3. Careers can be classified, grouped and compared in many ways; the "cluster" study procedure is one such way
4. There are different requirements for every career
5. A person may be skilled and happy in several different careers and work experience helps him/her make the best decision
6. Some things can be done better in certain places
7. The amount of preparation for a career varies with the career selected. Some programs prepare people for many different kinds of things while others are very specialized
8. There are many different kinds of places where an individual can prepare for a career, some of which require a person to have certain skills or abilities to enter
9. Some careers require both preparation and a certificate or license

Objectives:

The students will:

1. identify and research health-related career fields.
2. have an opportunity to meet personnel from the various health career fields.
3. participate in on-the-job observations.
4. take field trips to various medical facilities.
5. participate in the Candy Striper Program (volunteers)

Activities:

1. Weekly meetings of the Health Club were held, open to anyone in school.

2. Speakers visited the club and talked about their own careers:

    a) a Registered Nurse, Graduate of the University of Maine at Orono
    b) a Registered Nurse, Graduate of Central Maine General Hospital
    c) a Registered Nurse, Graduate of Mercy Hospital
    d) a Licensed Practical Nurse, Graduate of Waterville School of Practical Nursing
    e) a Licensed Practical Nurse, Graduate of Central Maine Vocational Technical Institute
    f) a Pediatric Registered Nurse
    g) two student nurses from St. Mary's Hospital
    h) a Laboratory Technician from Franklin County Memorial Hospital
    i) two X-Ray Technicians from Franklin County Memorial Hospital
    j) an X-Ray technology trainee from Thayer Hospital
    k) two Social Workers from the State Department of Health and Welfare
    l) a Physical Therapist from Franklin County Memorial Hospital (Graduate of Boston Bouve)
    m) a Psychologist and a Psychotherapist from Tri-County Mental Health
    n) three speakers and a film from the Franklin County Memorial Hospital Auxiliary
    o) an ambulance attendant
    p) two Dental Hygienists and one Dental Assistant

3. On-the-job observations for one full day were conducted:

    a) Rural Health Associates - three students with Dental Hygienist
    b) Franklin County Memorial Hospital - five students with lab technologist
    c) Franklin County Memorial Hospital - three students with X-Ray Technologist
    d) four students with a Veterinarian
    e) Pine Tree Animal Hospital - six students
    f) Franklin County Memorial Hospital - two students with Physical Therapist
    g) three students to St. Mary's Hospital
    h) three students to Mercy Hospital

4. Field trips taken:

    a) Thayer Hospital, Waterville

b) Maine Medical Center, Portland
c) Augusta State Hospital
d) Pine Tree Animal Hospital
e) Central Maine General, Lewiston (planned)
f) Nursing Homes - two trips - holiday baskets, gifts, and group sing

5. Candy Striper Program:

This is a carefully structured program with training provided during April vacation. A brief description of the program is as follows:

> "A Candy Striper is a teenage hospital volunteer who wears a pink and white striped uniform. A Candy Striper is important because she supplies that 'extra pair of helping hands' that can make a patient's stay in the hospital more comfortable and pleasant - an 'added touch' - to the trained services of the hospital staff. The Candy Striper adds a 'lift' no one else can supply - because she's young, eager, enthusiastic and cares enough to take her time to come and do her best to help.
>
> A Candy Striper does lots of things, such as running errands, bringing food trays to patients, refilling water pitchers, reading and talking to patients, making empty beds, helping nurses answer signal lights, helping guide patients, takes and delivers phone messages and mail, and many other jobs - an 'extra pair of willing hands' means so much. A Candy Striper must be dependable, anxious to learn, quiet, courteous, neat and clean, and pleasant." (Details relative to the planning and implementation of this program may be obtained from Mrs. Carnie.)

Mr. Peter Russell, Instructor
Science Department and Advisor
Radio Club
Brunswick High School
Brunswick, Maine

Station WBHS-FM, Brunswick

Description of the Program

Hobbies and interest clubs offer many opportunities for career exploration and preparation as well as for developing avocational interests and providing worthwhile leisure time activities. At present Brunswick High School is the only high school in Maine operating a 10 watt FM radio station, WBHS, with an effective range of 10 miles. The following is a description of the Radio Club which operates the station. All forty students are volunteers, five of whom are girls.

Concepts:

1. People have different responsibilities and some direct the work of others
2. Careers can be classified, grouped and compared in many ways; the "cluster" study procedure is one such way
3. People change and so the careers they follow often change during life
4. The amount of preparation for a career varies with the career selected. Some programs prepare people for many different kinds of things while others are very specialized
5. There are many different kinds of places where an individual can prepare for a career, some of which require a person to have certain skills or abilities to enter
6. Some careers require both preparation and a certificate or license

Objectives:

The students will:

1. learn the technical skills associated with operating a radio station.
2. operate a radio station on a regular schedule.
3. give of their time and effort to serve the student population and the public.
4. become acquainted with the many career opportunities in the communication field.

Activities:

1. An introductory training program was provided all new students who joined the Club.

2. A continuing training program was provided all students to help them meet FCC requirements. 30 of the students hold Third Class licenses with the broadcast endorsement.

3. Students operated the station for 10½ hours daily (from noon to 10:30 p.m., in shifts of 2 to 3 hours each).

4. Students broadcast local events associated with the school:

    a) Home and away football and basketball games; home hockey games. A portable relay transmitter is being developed to broadcast the baseball games and the track events.
    b) Concerts
    c) Record Hops
    d) The Snogard Festival (Dragons spelled backward), a week long Dollars for Scholars event (included in this event this year was a 50 hour marathon broadcast to raise money for scholarships)

5. Students learned of the various careers related to a radio station through an opportunity to participate in various levels of responsibility. The station has the usual positions: Program Director, Station Manager, Record Librarian.

6. Students were acquainted with the operation of larger radio and TV stations. During Christmas vacation students visited the studios in various Boston stations and talked with the people operating the station.

7. Students became acquainted with the opportunities for further training. Also during the Christmas vacation students visited the Boston FCC Offices, broadcasting schools and colleges offering course work in radio and TV.

8. Opportunities were searched out to help students gain experience in commercial radio stations. Three of the students are now working part time for a local commercial radio station.

Resources and Materials

According to Mr. Russell one of the major learning experiences for students is the search for parts and equipment. He suggested to the editor of this Guide that a school could equip a radio station for as little as $1500 if they were willing to "scrounge" for parts. Most of the cost associated with the $1500 is related to the transmitter and the antenna.

Evaluation

1. Students will be prepared to take their Third Class license.
2. Students demonstrate responsible behavior.
3. Students seek out additional career alternatives as a result of belonging to the Radio Club.

Mr. Harry Hildebrandt
Guidance Director
Wiscasset High School
Wiscasset, Maine

11th Grade Group Guidance

Description of the Program

Wiscasset High School provides every 11th grader an opportunity through group guidance to take a look at his future plans whether he/she expects to go on to post-secondary school or into the world of work. The steps in the group guidance program are noted below. The program provides for small group meetings (10 to 12 students) one period a week for 9 to 12 weeks beginning in the middle of the school year.

Concepts:

1. Careers can be classified, grouped and compared in many ways; the "cluster" study procedure is one such way
2. There are different requirements for every career
3. Some things can be done better in certain places
4. It takes many different abilities to obtain or produce a certain product
5. People need income for the basic necessities of life as well as for other aspects of living and this income is usually acquired by working
6. The amount of income earned usually influences the things which can be purchased and the things a person can do
7. The amount of preparation for a career varies with the career selected. Some programs prepare people for many different kinds of things while others are very specialized
8. There are many different kinds of places where an individual can prepare for a career, some of which require a person to have certain skills or abilities to enter
9. Some careers require both preparation and a certificate or license

Objectives:

The students will:

1. identify their aptitudes and interests.
2. research post-high school educational opportunities.
3. list opportunities in the world of work.
4. become acquainted with the resources available to continue their search of educational or work opportunities.

Activities:

Group Guidance - Juniors Planning to Attend College

1. PSAT interpretation:
    - a) meaning of scores
    - b) relationship to colleges
    - c) prediction of SAT scores
    - d) local norms and national norms
2. Holland Self Directed Search (interest measure)
3. Types of colleges and reference materials available
    - a) Maine schools and offerings
    - b) booklets on 2 year and 4 year schools
4. CEEB tests:
    - a) SAT, Achievement Tests
    - b) terminal subjects - junior year
    - c) applications, dates and costs
    - d) filmstrips
5. Profiles of schools - overhead and opaque projector used
6. Financial aid:
    - a) scholarships
    - b) loans
    - c) educational opportunity grants
    - d) work-study programs
    - e) Parent's Confidential Statement
7. Career information:
    - a) Occupational Exploration Kit
    - b) other materials
    - c) "Jobs after High School" booklet
8. Military service - basic facts
9. College check list - investigate 3 schools in depth
10. Career check list - investigate 1 career field
11. Miscellaneous information
    - a) college admission centers
    - b) College Finder Kits and computer programs
    - c) educational reference books

12. Maine Employment Security Commission speaker

Group Guidance - Juniors Planning on Going to Work after High School or to a Program to Prepare them for the World of Work

1. Types of higher educational opportunities - Maine schools and offerings

2. Booklets:

    a) Career opportunities for the high school graduate
    b) Facing facts about choosing your life's work
    c) Facing facts about preparing for your future
    d) Facing facts about the 2 year college

3. Financial aids available for further education and training:

    a) loans - NDEA, Guaranteed, private
    b) Educational Opportunity Grants
    c) scholarships
    d) work-study programs
    e) Parent's Confidential Statement

4. Maine Employment Security Commission:

    a) job situation in Maine and Bath-Wiscasset area
    b) services of Employment Office

5. Self-Directed Search, John L. Holland

6. Career information

    a) Occupational Exploration Kit, Occupational Outlook Handbook, Careers Encyclopedia, other materials
    b) Military service - opportunities and obligations

Materials:

The following materials and resources were utilized in either or both of the above group guidance programs as well as for individual use through the guidance department of the school. (Complete listing available from Mr. Hildebrandt)

1. Film loops on careers
2. Tape cassettes on careers
3. Personal rating form
4. Interview record
5. Description of college offerings
6. Outline for studying an occupation

7. Check list for studying an occupation
8. College Financial Aid Principles
9. Occupational classification of different careers
10. School subjects and selected occupations (cluster approach)
11. Some Traits Which Help Make You What You Are (check list)
12. College check list
13. Information on CEEB tests
14. Wiscasset High School Higher Education Handbook

Mr. Ralph Carr
Guidance Director
Hermon High School
RFD # 2, Bangor, Maine

T T T T T (Tapping the Talent of the Teachers)

Description of the Program

Career education has stressed the need to involve the talents of parents, teachers, students and the community. In addition the program has stressed the necessity of integrating Career Education components into the on-going curriculum. One area which has seemingly been slighted is the utilization of the talents and experiences of the classroom teachers in addition to their teaching talent. The program described below is the result of a survey conducted with Hermon teachers relative to previous occupations they have held, schools they have attended and places they have visited.

Concepts:

1. The location of natural resources determines in part where many people live and work and spend their time.
2. People need income for the basic necessities of life as well as for other aspects of living and this income is usually acquired by working
3. The amount of a person's income is determined in many different ways
4. People change and so the careers they follow often change during life
5. There are many different kinds of places where an individual can prepare for a career, some of which require a person to have certain skills or abilities to enter
6. Generally, there is a relation between the amount of preparation an individual has and his income but this isn't always true
7. Some careers require both preparation and a certificate or license

Objectives:

1. Teachers will become more aware of the varied career talents within the staff.
2. Students will be come aware of the career talents within the staff.
3. A program will be developed to utilize the talent and experiences of the staff.

Activities:

1. A Career Education in-service workshop was held with Hermon teachers and administrators.

2. A survey of the teaching staff was conducted relative to:

   a) previous work experiences they had had
   b) previous schools or training they had obtained
   c) places they had visited

3. A follow-up of the results were provided the staff and of the 50 responding to the survey the results indicated the following:

   a) 69 different positions had been held (list attached)
   b) 41 different institutions had been attended
   c) 47 different countries had been visited

4. A report of the survey was provided the students (to be done yet)

5. A follow-up of the survey with a program to tap the talents and experiences of the staff during the 1973-74 school year. Some of the plans may include the following:

   a) teachers share their work experiences with students in classrooms other than their own where such experience integrates with the curriculum of the class
   b) increased opportunity to develop hobby clubs based on the interest and experiences of the teachers

Occupations

Air Force
Appliance Serviceman
Army (men & women)
Baker
Bookkeeper
Bodyman
Bulldozer operator
Bank teller
Cabinet maker
Cosmetician
Clerk
Cashier
Construction worker
Cook
Carpenter
Clamdigger
Desk clerk
Dishwasher
Dietician
Electrician
Furnace cleaner
Floral Shop worker
Forester
Farmer
Gas Station attendant
Glazier
Hotel worker
Home Economist
Insurance Agent
Lab Technician
Legislative aide to Congress
Librarian
Laundromat attendant
Marines
Maid
Machinist
Mechanic
New Car Preparation man
Nurses Aide
Navy
Oil Delivery man
Operation Room Technician
Physical Therapist
Psychiatric Aide
Painter
Plumber

Occupations, con.

- Policeman
- Physicist
- Paper Hanger
- Playground Director
- Red Cross Field Director
- Restaurant Manager
- Roofer
- Rock Band
- Salesman
- Shoe Worker
- Secretary
- Service Club Director
- Sardine grader
- Surveyor
- Typewriter Assembler
- Textile designer
- Truckdriver
- Uranium miner
- Waitress
- Woodcutter
- Waiter

Mrs. Lucia Swallow
Guidance Counselor
Mt. Blue High School
Farmington, Maine

Group Guidance

Description of the Program

The School Counselor performs a valuable role in helping students appraise themselves and their interests in terms of the world of work. The group guidance procedures described below are those provided sophomore students through the cooperative efforts of the Health Class instructors and the guidance department.

Concepts:

1. Everyone who works helps others
2. People have different responsibilities and some direct the work of others
3. People work for many reasons but all careers are related in some way
4. Careers can be classified, grouped and compared in many ways; the "cluster" study procedure is one such way
5. There are different requirements for every career
6. When a person plans his career over a period of time he may be happier and more successful as a result
7. The amount of preparation for a career varies with the career selected. Some programs prepare people for many different kinds of things while others are very specialized
8. Some careers require both preparation and a certificate or license

Objectives:

1. Students will become aware of their own abilities, interests and self-concept.
2. Students will become aware of careers and the world of work.
3. Students will become aware of the career resources available to them.
4. Students will engage in a discussion of the above items with the guidance staff and others as a result of this group guidance program.

Activities:

1. Discussions of self and careers are held once a week for four weeks with large groups of students (20 to 30) out of their Health classes.

2. Discussion of self and careers are held once a week for four weeks with small groups of students based upon similarity of interest (also out of Health class).

3. The group sessions provided:

    a) an orientation to Mt. Blue for incoming 10th graders and new students.
    b) an introduction to the services provided by the guidance department to students - reading room, resource area, etc.
    c) students an opportunity to explore their own likes and dislikes, abilities, achievements and their relation to possible future careers.
    d) students an opportunity to research 1 to 3 careers in depth while considering their own potentialities for these careers.

4. Students are invited to continue their discussions individually or in small groups with the counselors following the group guidance program.

APPENDIX

Career-Oriented Programs in Maine and Other States

Bibliography

Publishers of Career Related Materials

APPENDIX

Career-Oriented Programs in Maine and other States

Numerous career education programs are in the planning or operational stage in Maine. Some of these are partially or fully supported by Federal funds while others are locally and/or State supported. This section includes a brief description of the following career education programs:

A. Career Education Programs in Maine Supported by Federal Funds.

B. Career Guidance Programs.

C. Career Preparation Opportunities Provided by the State Bureau of Vocational Education.

D. Post secondary career opportunities in Maine.

E. Career Education programs in other states.

A. Career Education Programs in Maine Supported by Federal Funds

Two school areas in Maine have been funded to develop comprehensive career education programs in K-12 for demonstration purposes. The programs in Lewiston and SAD 9 (Farmington and surrounding towns) are funded under the 1968 Vocational Education Amendments.

1) "Project NOW - New Opportunities for Work," Lewiston Public School District, Lewiston, Maine (Part D): Project NOW is a career education curriculum in grades K-12. One element of Project NOW is the open door policy which encourages students to enter occupational education programs at any age or without previous experience. Project NOW is in its second year of funding. Mr. Lynn Markee, Project Director.

2) "Career Education Grades K-12 Project," SAD #9, Farmington, Maine (Part C): The intent of the career development in SAD #9 is to develop a

career education program that will have a strong guidance and counseling focus. Curriculum practices were fused with traditional offerings in grades K-12. Curriculum units are being developed in each grade level. Mr. George Willett and Mr. Marshall Thombs, Co-Directors.

Career-Oriented programs in Maine funded by Vocational Education Act Amendments of 1968

1. "Other Ladders," Bath School System, Bath, Maine (Part D). Mr. Richard Schultz, Director, Bath, Maine.

2. "Career Resource Center," SAD #9 Farmington, Maine (Part C). Mr. Richard Harvey, Director, Farmington, Maine.

3. "Occupations Course in Modern Forestry Practices," SAD 27 - Fort Kent (Part D). Mr. Thomas Clavett, Instructor.

4. "Cooperative Concept of Career Education," Millinocket School District, Millinocket, Maine (Part D). Mr. Morgan Kendrick, Director.

5. "Workers and Me," Glenburn Elementary School, Glenburn, Maine (Part D). Mr. Lester Young, Principal, is Director, Glenburn, Maine.

6. "Independent Living," Hampden Academy, Hampden, Maine (Part D). Mrs. Glenna Atwood, Director, Hampden Academy, Hampden, Maine.

7. "Evaluation of the Effects of a Planned Career Education Program for Grades 7-8-9 and 10, Students and Parents in a Rural Area" SAD #27 Harrington, Maine (Part C). Mr. Robert Hammond, Director, Narraguagus High School, Harrington, Maine.

8. "Program to Advance Career Education," Portland Public Schools (Project PACE) (Part C). Mr. Frank Schmidt, Director, Portland, Maine.

9. "Coastal Opportunities in Vocational Education," SAD #40 Waldoboro, Maine (Part D). Mr. David Yates, Director, Waldoboro, Maine.

A description of the above programs plus others supported by Federal funds may be obtained by requesting: Six Month Report, July - December, 1972 - Vocational Education in Maine from the State Department of Educational and Cultural Services, Augusta.

B. Career Guidance Programs

The school guidance department has traditionally carried on career preparation and planning as a part of its total program. In some cases these programs have been integrated within a subject area (most frequently social studies), as part of a home room program or as a separate offering of the Guidance Department. In recent years efforts have been expanded to involve a larger segment of the population (both in the school and out in the community) and to approach career awareness, exploration and planning in an effort to prepare students for the world of work.

A few examples of the work of the school counselor were included in the *Guide* but no effort was made to provide a comprehensive overview of the various programs throughout the State. A list of the school counselors in Maine may be obtained from Miss Betty McLaughlin, Guidance Consultant, the Maine State Department of Educational and Cultural Services, Augusta, Maine.

C. Career Preparation Opportunities Provided by the State Bureau of Vocational Education

Many opportunities for Career "awareness," "exploration" and "preparation" experiences are offered Maine students through the auspices of the local school district and the Maine Bureau of Vocational Education, State Department of Educational and Cultural Services. They include the following:

1. *Business Education Programs* are offered in 142 high schools.
2. *Agricultural Education Programs* are offered in 17 Maine high schools.
3. *Distributive Education Programs* are offered in 16 Maine high schools with four new programs being started during 1972-73.

4. General and Vocational Consumer and Homemaking Programs enroll 20,351 students in grades 7 through 12. Home Economics programs are offered in 120 school systems.

5. Regional Technical Vocational Centers are found in the following 13 areas:
   1) Capital Area RTVC, Augusta
   2) Bath RTVC, Bath
   3) Biddeford RTVC, Biddeford
   4) Lake Region RTVC, Bridgton
   5) Dexter RTVC, Dexter
   6) Kenneth Foster RTVC, Farmington
   7) Lewiston RTVC, Lewiston
   8) Portland RTVC, Portland
   9) Presque Isle RTVC, Presque Isle
   10) Sanford RTVC, Sanford
   11) Skowhegan RTVC, Skowhegan
   12) Waterville RTVC, Waterville
   13) Westbrook RTVC, Westbrook

6. Industrial Arts Education enrolls 21,500 students in 171 junior and senior high school programs.

7. Cooperative Education Programs are offered in 45 Maine high schools serving nearly 1000 students.

8. Programs for the Disadvantaged: Thirty-six vocational programs for the disadvantaged are currently serving 3650.

9. Programs for the Handicapped are taught by 24 teachers in 17 programs serving 291 students.

10. Health Occupations education is offered in five Regional Vocational Technical Centers.

The following information relative to Vocational Education opportunities is available from:

Mr. Elwood Padham, Associate Commissioner
Bureau of Vocational Education
State Department of Educational and Cultural Services
Augusta, Maine 04330

Curriculum:
1) Guide for Consumer and Homemaking Education Program, Grades 7 and 8
2) Suggested Consumer and Homemaking Curriculum for Boys, 1971
3) Curriculum Guide to Carpentry Units, 1970
4) Industrial Arts Technology Curriculum Guide, 1967
5) Business Education Curriculum Guide, 1967
6) Automotive Technology Curriculum Guide, 1970
7) A Curriculum Guide for Plumbing, Heating and Air Conditioning, 1972
8) A Curriculum Guide for Graphic Arts Technology, 1971
9) A Curriculum Guide for Technical Graphics, 1972
10) Communication by Graphic Arts via Offset Lithography
11) A Curriculum Guide for Machine Tool Technology

Related Material
1) The Maine State Plan for Vocational Education, 1973

2) 1972-73 Directory of Maine's Home Economics Teachers
3) The Image of Vocational Education in Maine, 1972-73
4) Directory of Maine's Industrial Arts Teachers, 1972-73
5) State of Maine Business Education Personnel Directory, 1972-73
6) Six-Months Report, Vocational Education in Maine, July-December, 1972

D. Post Secondary Career Programs in Maine

The opportunity for career education extends throughout the life of each person. This may involve a formal program in a school which terminates in a degree, license or certificate or it may be a learning experience provided by an institution, business or industry to train, upgrade or retrain personnel. It may also be something very personal to an individual as he/she develops hobbies or pursues an interest on his/her own or with others of similar interest. Information on the programs may be obtained from the following source: Directory of Educational Opportunities in Maine, by Harold Kearney, Cooperative Extension Service, University of Maine, Orono, Maine 04473.

Adult Education and Apprenticeship Programs in Maine:

Adult Education: 127 vocational adult programs are being offered through secondary school facilities, and 187 vocational adult programs are being offered through vocational-technical institute facilities. Some 4,500 people from the adult population of the state are enrolled in these programs.

Apprenticeships include 500 apprentices enrolled in vocational education courses this fall.

Fire Service Training Programs: 55 schools were conducted between July 1 and December 21, 1972 and certificates were awarded to 438 adults for satisfactorily completing fire service training courses.

Veterans' Education: Beginning July 1, 1972 the State Approving Agency for Veterans Education, which is housed in the Bureau of Vocational Education, has employed a full-time coordinator, field consultant, and full-time secretary. There are also two part-time field consultants. Training programs have been approved for 615 veterans.

Research and Demonstration: Project 360° is a multi-media effort designed to get at some of the problems of the large population of underemployed, uneducated, and unemployed adults in Maine.

Adult Consumer and Homemaking Programs: Six programs have been approved at Augusta, Hodgdon, Madawaska, Stonington, Houlton, and Waterville.

Note:
There has been an attempt to provide a complete listing of post high school career programs in Maine. If any are omitted, please notify us so they may be included in the revision of the Guide.

The following individuals may be contacted relative to information concerning Career Education Programs in Maine:

1. Mr. Elwood Padham, Associate Commissioner, Bureau of Adult and Vocational Education, State Department of Educational and Cultural Services, Augusta, Maine.
2. Dr. Charles W. Ryan, Associate Professor, UMO and Director of Exemplary Programs, Maine State Department of Educational and Cultural Services, Augusta, Maine.
3. Mrs. Marion Bagley, Consultant, State Department of Vocational Education, Augusta, Maine.
4. Dr. Edward Johnson, Associate Professor of Education, UMO
5. Mr. George Willett and Mr. Marshall Thombs, Co-Directors, SAD #9 Career Education Program, Farmington, Maine.
6. Mr. Lynn Markee, Director, NOW Program, Lewiston High School, Lewiston, Maine.
7. Mr. Linwood Allen, Director, Career Education, Oxford Hills High School, South Paris, Maine.
8. Mrs. Janis Cross, Consultant, State Department of Educational and Cultural Services, Augusta, Maine.

E. Career Education Programs in Other States

Career Education programs are now operating in selected schools in every state and territory of the United States. The impact for the development of these programs has come from Dr. Sidney P. Marland, Associate Commissioner of Education and funds under the Vocational Education Act Amendments of 1968.

Rather than attempt to describe the multitude of Career Education Programs which are presently planned or in operation in other states, names and addresses are provided to contact for additional information.

1) Abstracts of Research and Development Projects in Career Education by the U. S. Department of Health, Education and Welfare, Bureau of Adult, Vocational and Technical Education, Michael Russo, Acting Director, Washington, D. C. (The June, 1972 issue includes abstracts on 56 Career Education programs)

2) Synopsis of Selected Career Education Programs - A National Overview of Career Education by Morgan, Moore, Shook and Sargent in the April, 1972 issue of Career Education, Volume I; Published by the National Center for Occupational Education, North Carolina State University, Raleigh, North Carolina (the April, 1972 issue includes abstracts on 39 Career Education programs)

3) Abstracts of Instructional Materials for Career Education Bibliography Series No. 15, Product Utilization Section, The Center Vocational and Technical Education, 1960 Kenny Road, Columbus, Ohio 43210 (219 Abstracts)

Appendix

Bibliography

Career Education Books (B) Periodicals (P) Curriculum (C) and Related Career Materials (R) (Costs are indicated where known. Write for other costs at addresses indicated)

(C) Able Model Program

Introducing Career Education to Teachers: A Handbook for Consultants, Workshop Leaders, and Teacher Educators. $5.00.

Career Education Activities through World of Work Resources. $3.00.

First Steps: Planning a Career Development Activity in Your Classroom. $1.00.

Dr. Walter Warwick, Project Director, Northern Illinois University, DeKalb, Illinois 60115.

(R) Abstracts of Exemplary Projects in Vocational Education. Washington, D.C.: Division of Vocational and Technical Education, U.S. Office of Education; November 1971.

(R) Abstracts of Instructional Materials for Career Education - 1972, Bibliography Series No. 15. Available from Product Utilization Section, the Center for Vocational and Technical Education, 1960 Kenny Road, Columbus, Ohio 43210. $2.25.

(R) Abstracts of Research and Development Projects in Career Education, June 1972 U.S. Department of Health, Education, and Welfare, Office of Education, Bureau of Adult Vocational and Technical Education, Division of Vocational and Technical Education, Michael Russo, Acting Director.

(C) Adventure in Living (A Teacher's Guide) Edith B. Gross, Western Publishing Company, Inc.

(P) "Alternatives to Schools," Miller, S.M. New York University Education Quarterly, Vol. 1 pp. 2-7 (summer 1970).

(P) American Vocational Journal Issue for March 1972 (devoted entirely to Career Education) copies available from American Vocational Association 1510 H. Street N.W., Washington, D.C. 20005.

(R) An Age-Graded Model for Career Development Education. Trenton, New Jersey: Research Coordinating Unit, Division of Vocational Education, New Jersey State Department of Education, December 1971. Tuckman, Bruce W.

(R) An Analysis of Fifteen Occupational Titles Identified by the U.S. Office of Education, 1972. Dr. Theodore M. Vastal, Director, Coordinated Effort for Career Education, Grayson County College, P.O. Drawer 973, Denison, Texas 75020.

(C) Arrivals in Literature and Life - Middle School Unit for Grade 7. P.O. Drawer 'R' Marietta, Georgia 30061.

(R) Assisting Vocational Development in the Elementary School. 1969. NVGA. How Teachers, Principals, Curriculum Consultants, and Parents can help children in their vocational development (K-8). 16 pages. Mary D. Mitchell, 73 Walden Terrace, Concord, Massachusetts 01742. 40¢

(P) "At Our Fingertips," by Edward G. Johnson, Vocational Guidance Quarterly, June, 1972.

(P) "AVA Formulates Position on Career Education." Burkett, Lowell A. American Vocational Journal, January 1972, Volume 47, Number 1, pp. 9-14.

(C) Beacon Lights. A. Stiller: Project Beacon, Rochester City School District, New York, 1968.

(P) "Best Books of 1968 on Vocational Guidance" Hoppock, Robert. National Association of Secondary School Principals Bulletin, 1969, 53, 99-105.

(R) Between Education and the World of Work: The Image of the World of Work. Bush, Donald O. et. al. Occupational Education Program. Greeley, Col. Rocky Mountain Educational Laboratory, Inc. February, 1969. 122 pp. Ed 032 582.

(R) Bibliography of Career Books for Kindergarten through Grade Twelve. State Department of Education, Augusta, Maine 04330, 1971.

(R) Bound Handout for Workshop on Career Development as a Lifelong Process. 1971. MPGA. Includes fifteen papers on various aspects of career development. 106 pages. $5.00 Mary D. Mitchell 73 Walden Terrace, Concord, Massachusetts 01742.

(P) "Bringing Schools and Industry Together" by Banta and Marshall in Manpower. Vol. 2, pp. 24-41 (June 1970.)

(C) Bureau of Publications, School of Education, North Carolina State University, Raleigh, North Carolina 27607

Monograph at $1.00 each or $5.00 per set.

Monograph #1 - a manual for the implementation and administration of Career Education Programs.

Monograph #2 - Lower School Curricular Guide

Monograph #3 - Middle School Curricular Guide
Monograph #4 - Upper School Curricular Guide
Monograph #5 - Post Secondary and Adult Curricular Guide
Monograph #6 - Curricular Guide
Monograph #7 - Student Placement and Follow-up
Monograph #8 - Professional Development
Monograph #9 - The Community

Complimentary copy of the Center's List of Publications sent on request

(P) "The Burnt Out and the Bored" Butler, Robert N., The Futurist. Vol. 11:82 (June 1970.)

(P) "Cable T.V. - Boon to Vocational Guidance in Rural Areas" Presentation by James I. Bliss, George Herrick, and John Meacham, State University of New York, Agricultural and Technical College. Alfred, N.Y. (1972 APGA Convention).

(C) CAPES: A Guideline for Career Awareness Programs for the Elementary School. Olympia, Washington: Coordinating Council for Occupational Education, State of Washington; February 1972. State Department of Education.

(C) Career - Centered Curriculum in Illustration, Mr. Ken Morris, Program Offices, Office of Curricula, Research and Teacher Education, Mississippi State Education Department, Division of Vocational and Technical Education, Jackson, Mississippi, 1972, 16 pages.

(B) Career Choice and Career Preparation, Schill, William John, and Nichols, Harold Edwin, Interstate Printers, Danville, Illinois 61832, 1970.

(C) Career Choices for the '70's, Arnold, Arnold, Crowell-Collier, 1971.

(B) Career Decisions, Delmont Byrn, Washington, D.C.: National Vocational Guidance Association, 1605 New Hampshire Avenue, N.W., 1969.

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Box 904
Mentone, Cal. 92359

Popular Science Audio Visuals
5235 Ravenswood Avenue
Chicago, Ill. 60640

Prudential Insurance Co.
Prudential Plaza
Newark, New Jersey 07101

Psychological Corporation
304 E. 45th Street
New York, New York 10017

Public Affairs Pamphlets
381 Park Ave. S.
New York, New York 10016

Putnam's, G.P. Sons
200 Madison Avenue
New York, New York 10016

Radio House
University of Texas Press
Box 7819
University Station
Austin, Texas 78712

R.A. Stone Products
18279 Livernois
Detroit, Mich. 48221

Random House School & Library
Service
201 East 50th Street
New York, New York 10022

Regents Publishing Company
Div. of Simon & Schuster, Inc.
200 Park Ave. So.
New York, New York 10003

Reynolds Metal Co.
Richmond 18, Virginia

Richtext Press
1224 West Van Buren Street
Chicago, Ill. 60607

R.L. Polk & Company
130 4th Ave. N.
Nashville, Tenn. 37219

Rosen, Richard Press, Inc.
29 East 21st Street
New York, New York 10010

Science Research Associates
259 East Erie Street
Chicago Ill. 60611

Scott, William R. Inc.
New York, New York

Scott Graphics, Inc.
Holyoke, Mass. 01040

Scribner's, Charles Sons
597 Fifth Avenue
New York, New York 10017

Sears Roebuck Foundation
7435 Skokie Boulevard
Skokie, Ill. 60076

Sextant Systems, Inc.
3048 North 34th Street
Milwaukee, Wis. 53210

Silver Burdett Company
Park Ave & Columbia Road
Morristown, New Jersey 07960

Simon and Schuster, Inc.
630 Fifth Avenue
New York, New York 10020

S. L. Film Productions
5126 Hartwick Street
Los Angeles, Cal. 90041

Soc. for Visual Education, Inc.
1345 Diversey Parkway
Chicago, Ill. 60614

South-Western Publishing Co.
Cincinnati, Ohio

Spencer Press
Chicago, Illinois

Steck-Vaughn Co.
Austin, Texas 78700

Sterling Career Educational Films
207 Calle Serena
San Clemento, California 92672

Sterling Movies, DSA, Inc.
375 Park Avenue
New York, New York

Stuart Reynolds Products
195 S. Beverly Dr.
Beverly Hills, California

Success Motivation Institute
P.O. Box 7614
Waco, Texas

Troll Associates
East 64 Midland Avenue
Paramus, New Jersey 07652

United Airlines
Director of Personnel
Executive Offices
P.O. Box 66100
Chicago, Ill. 60666

United World Films, Inc.
221 Park Avenue South
New York, New York 10003

Universal Educational and Visual Arts
Div. of Universal City Studios, Inc.
221 Park Ave. South
New York, New York 10003

U.S. Air Force Headquarters
Recruiting Service
Randolph Air Force Base, Texas
78148

U.S. Air Force Films
Local Recruiting Office

U.S. Army
Army Opportunities
Hampton, Virginia 23669

U.S. Army Films
Local Recruiting Office

U.S. Dept. of Agriculture
Washington, D.C. 20250

U.S. Navy Films
Local Recruiting Office

DuArt Film Laboratories
245 West 55th Street
New York, New York 10019

U.S. Govt. Printing Office
Supt. of Documents
Washington, D.C. 20402
Dictionary of Occupational Titles
Occupational Outlook Handbook
Job Guide for Young Workers
Handbook on Women Workers

Valient, Inc.
237 Washington Avenue
Hackensack, New Jersey 07602

Viking Press, Inc.
625 Madison Avenue
New York, New York 10022

Vocational Films
111 Euclid Avenue
Park Ridge, Ill. 60068

Vocational Guidance Manuals
235 East 45th St.
New York, New York 10017

Walch, J. Weston Publishers
Box 658
Portland, Maine 04104

Walck, Henry Z., Inc
19 Union Square West
New York, New York 10003

Wallace Puppet Films
Dist.-Athena Films
165 West 46th St.
New York 19, New York

Watts, Franklin
575 Lexington Ave.
New York, New York 10022

Webster Div.
McGraw-Hill
Manchester Road
Manchester, Missouri 63011

Western Publishing Company
850 Third Ave.
New York, New York 10022

Whitman, Albert & Co.
560 W. Lake St.
Chicago, Ill. 60606

Wilson Educational Cassettes
H. Wilson Corporation
555 West Taft Raft Drive
South Holland, Illinois

World Book Encyclopedia
Merchandise Mart Plaza
Chicago 54, Ill.

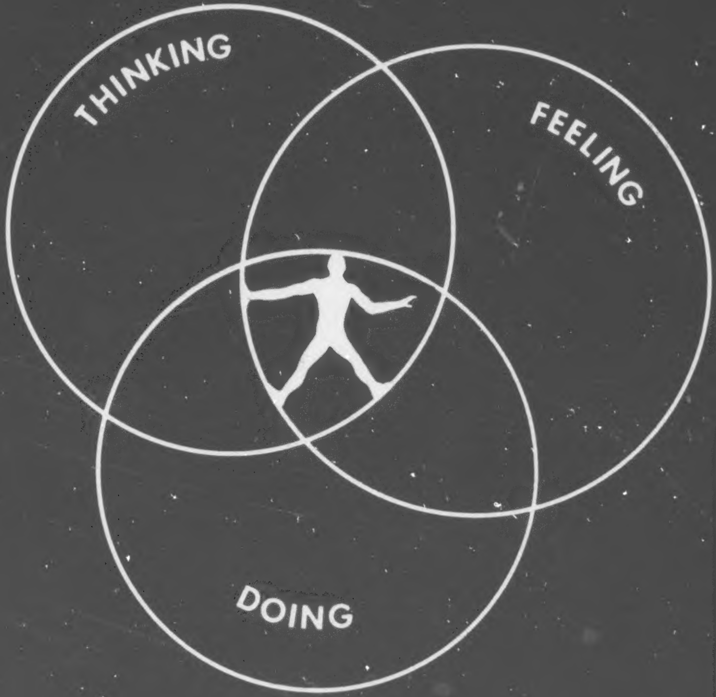
World Publishing Company
2231 West 110th Street
Cleveland, Ohio 44102

Young America Filmstrips
c/o McGraw-Hill Book Co.
330 West 42nd Street
New York, New York 10036

Young People's Records
Children's Record Guild
100 6th Avenue
New York 13, New York

The design on the front cover was adapted from the "New Hampshire Guidelines for Developmental Career Education, K - A"

Career Education & Maine



General Information

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EDUCATION & WELFARE
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C E and ME.-Career Education and Maine

Introduction

Career Education, a concept having great impact across the United States, is also being introduced into Maine schools. It is a response to the urgency in our society calling for a new dimension in education.

This brochure of General Information is intended to provide insights, perspectives, and knowledge of how career education can be planned and implemented in Maine schools.

For more details about career education activities which have been conducted in Maine schools send for the publication "Career Education and Maine-Curriculum Guide, K-12" from the Maine State Department of Educational and Cultural Services, Bureau of Vocational Education, Augusta, Maine 04330.

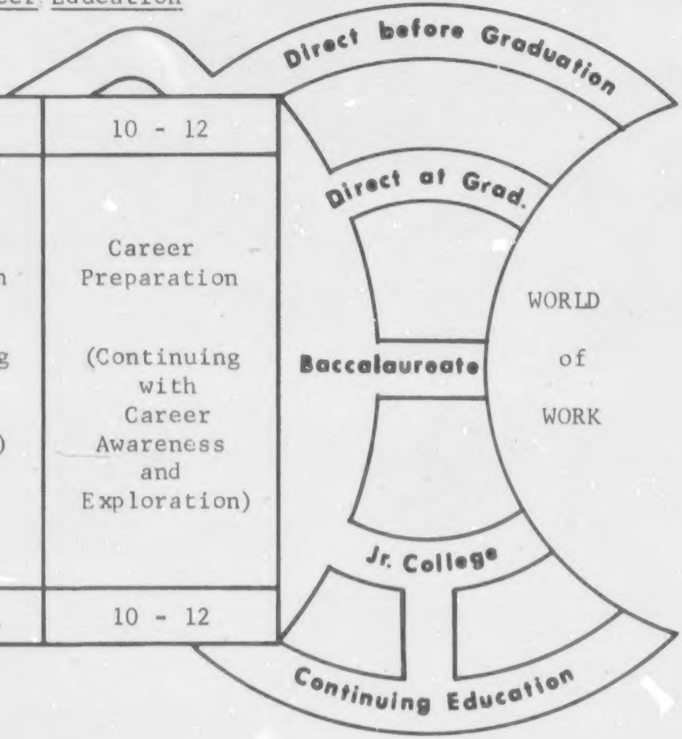
Many individuals have contributed to the development of this brochure and the "Curriculum Guide," and thanks go to them across the state. Special thanks go to Mr. Elwood Padham, Associate Commissioner of Education, for his support in the development of these two publications.

Edward G. Johnson
Associate Professor of Education
University of Maine, Orono, Maine

Charles W. Ryan
Associate Professor of Education
University of Maine, Orono, Maine

Career Education

Grades	K - 6	7 - 9	10 - 12
Goals	Career Awareness	Career Exploration (Continuing with Career Awareness)	Career Preparation (Continuing with Career Awareness and Exploration)
Grades	K - 6	7 - 9	10 - 12


Direct before Graduation
Direct at Grad.
Baccalaureate
WORLD of WORK
Jr. College
Continuing Education

The Goals of Career Education in Maine

1. Career Awareness- to help all students become aware of themselves and the world of work starting in the elementary school and continuing through high school.

2. Career Exploration- to help all middle, junior and senior high school students explore the world of work and their own interests, abilities, likes, dislikes and values.

3. Career Preparation- to help all high school students prepare themselves for the world of work.

Goal 1: Career Awareness

Career Awareness is action-oriented learning which provides students the opportunity to:

a) learn attitudes of respect and appreciation for all types of work and for workers in all fields.

b) examine the value of work as a part of life.

c) find relevancy between school work and the world outside school.

d) develop a realistic self-concept.

e) become acquainted with their parent's career(s) and careers located in school as well as those in the neighborhood, community, state and nation.

f) acquire first-hand knowledge of the world of work through field trips to businesses, industry, the professions and from visitors to the classroom.

g) explore the relationship between work and leisure.

h) broaden their career interests.

7

i) better understand their own capabilities and how these relate to various careers.

Goal 2: Career Exploration

Career Exploration provides the opportunity for middle, junior and senior high school students to continue career awareness experiences and to:

a) become acquainted with the skills, technical requirements, working conditions, responsibilities and rewards in a variety of career fields.

b) relate their own interests, abilities, likes, dislikes and values to several of the 15 career clusters.

c) work closely with teachers and counselors in their development of self-understanding.

d) prepare a plan of study for high school appropriate to their career choice(s).

e) make a tentative career choice(s) from among the 15 career clusters.

f) "hands-on" experiences in the work world to acquaint them with life as they will soon know it.

Goal 3: Career Preparation

Career Preparation provides the opportunity for all high school students to continue career awareness and career exploration experiences and to:

a) continue in-depth exploration of one or two career clusters.

b) identify abilities, aptitudes, and interests needed for success in specific careers.

c) participate in simulated or real work experiences.

d) tailor his/her coursework to career opportunities and interest.

e) visit a variety of schools, colleges and other institutions offering post-high school training opportunities.

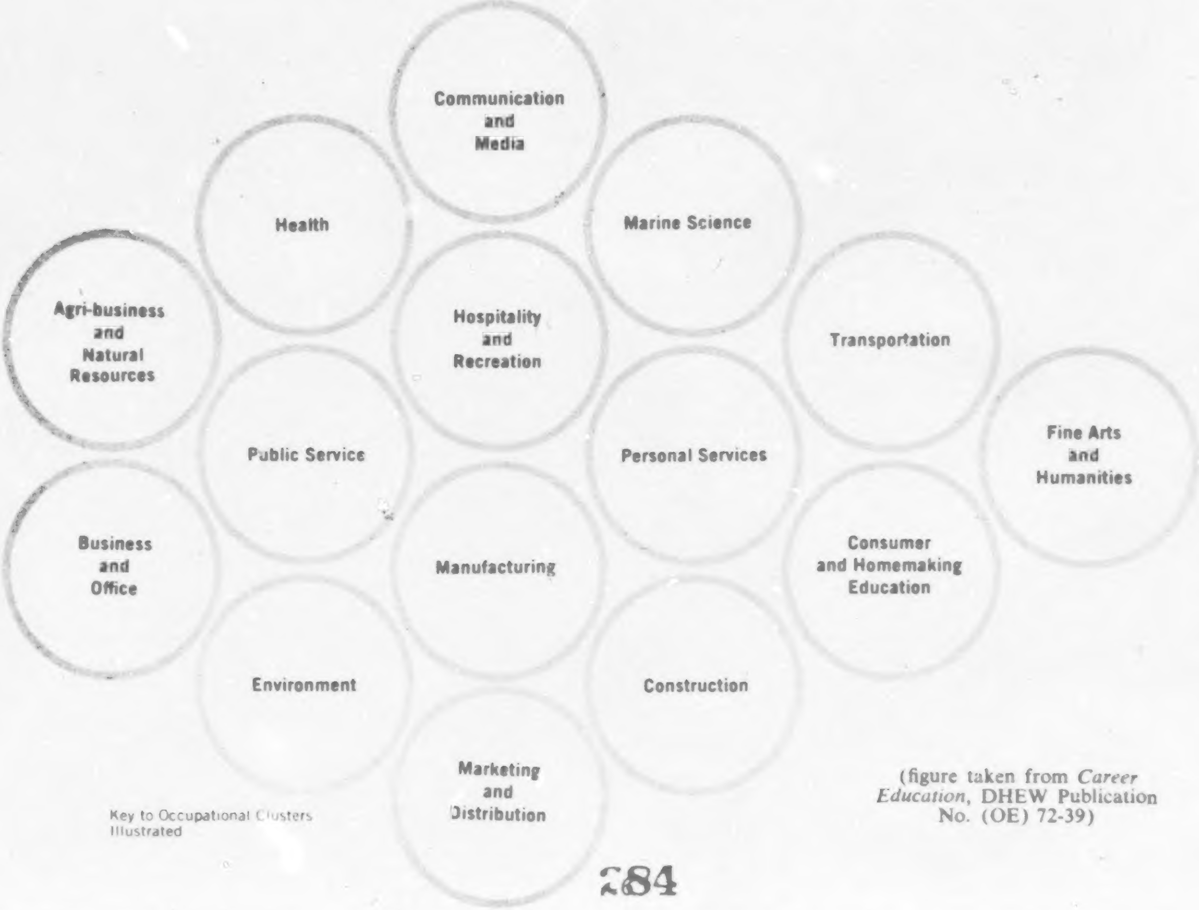
f) receive specific preparation for a career in the world of work upon leaving school or after further education.

g) develop a transition plan to facilitate the move from high school to advanced education or work.

h) obtain a placement after leaving school or help in entering a post-high school educational institution.

Procedures Which Contribute to Meeting the Goals of Career Education

1. Introduce *all* students to the 15 career clusters in the world of work


Communication and Media
Health
Marine Science
Agri-business and Natural Resources
Hospitality and Recreation
Transportation
Public Service
Personal Services
Fine Arts and Humanities
Business and Office
Manufacturing
Consumer and Homemaking Education
Environment
Construction
Marketing and Distribution

Key to Occupational Clusters Illustrated

(figure taken from *Career Education*, DHEW Publication No. (OE) 72-39)

Career Clusters

Each of the 15 clusters is representative of a wide range of career opportunities requiring varying skills and interests. The following is an example of some of the careers in the health cluster:

Clinical Laboratory Assistant
Clinical Psychologist
Clinical Social Worker
Dental Assistant
Dental Hygienist
Dental Laboratory Technician
Dentist
Dietician
Environmental Technician
Health Educator
Home Health Aide
Hospital Administrator
Inhalation Therapist
Medical Assistant
Medical Laboratory Technician
Medical Laboratory Technologist
Medical Librarian
Medical Record Librarian
Medical Record Technician
Medical Secretary
Nurses Aide/Orderly
Nutritionist
Occupational Therapist
Operating Room Technician
Optometrist
Osteopathic Physician, D.O.
Pharmacist
Physician, M.D.
Physician's Assistant
Physical Therapist
Physical Therapy Assistant
Podiatrist
Practical Nurse
Radiologic Technologist
Registered Nurse
Speech Pathologist and Audiologist
Veterinarian
Vocational Rehabilitation Counselor
Ward Clerk

Note: All of the above careers are described in A Guide to Health Careers in Maine available from Health Council, Inc. of Maine, 133 State Street, Augusta, Maine 04330.

2. Involve all school personnel in the career education program through:

   a) participation in career education in-service programs

   b) service on various career education committees

   c) reviewing existing curriculum materials and models for elements of career education

   d) reviewing student appraisal data and developing career education programs to meet their needs

   e) studying the 15 career clusters and their application to various aspects of the curriculum

   f) developing plans for infusing career education into the classroom, guidance office, etc.

   g) utilizing parents and other community resources who have special skills or training

   h) contributing non-teaching skills or hobbies

   i) cooperative planning of teachers so the curriculum and materials cross academic disciplines in a career education effort

3. Involve the community in the career education program through:

a) preparing and distributing public service announcements to inform and up-date the citizens about the program

b) establishing representative committees to develop policy guidelines for planning and implementing the career education program.

c) involving community personnel as discussion leaders, resource models, field trip leaders and consultants

d) locating and identifying community resources that support career education, e.g. civic clubs, referral agencies, community service organizations

e) identifying community resources which could provide career awareness experiences

f) identifying community resources where students might be placed for exploratory or preparatory experiences

g) identifying community resources providing opportunities for volunteer activities

h) supporting the program both "morally" and financially

4. Involve parents in the career education program through having them:

   a) act as resource models and leaders in the classroom

   b) attend classroom activities

   c) accompany student groups on field trips

   d) provide transportation

   e) serve on committees to plan and implement the career education program

   f) understand their own children and their needs

   g) plan and participate in home-school projects

   h) serve as curriculum consultants in areas of special talent or interest

   i) develop resource kits of all community services, industries, etc.

   j) help on the assessment of the career education activities

5. Involve students in the career education program through:

   a) establishing student-faculty career education curriculum development teams

   b) using students as career resource models, i.e. students who work discuss their experiences with other student groups

   c) serving as recruiters of parents, friends, and relatives for career education activities

   d) publicizing the career education activities in the school newspaper

   e) conducting surveys and fact-finding searches for identification of support services

   f) raising money

   g) helping teachers, i.e. 7th graders working with 2nd graders

   h) serving on the advisory committee

CAREER EDUCATION is NOT

1. Another name for vocational education. All students from grades K-12 are involved in Career Education as a part of their total school experience, regardless of the program they may be pursuing.

2. Another name for vocational guidance. Guidance personnel have a key role to perform in Career Education programs but everyone has an important part in an effective program.

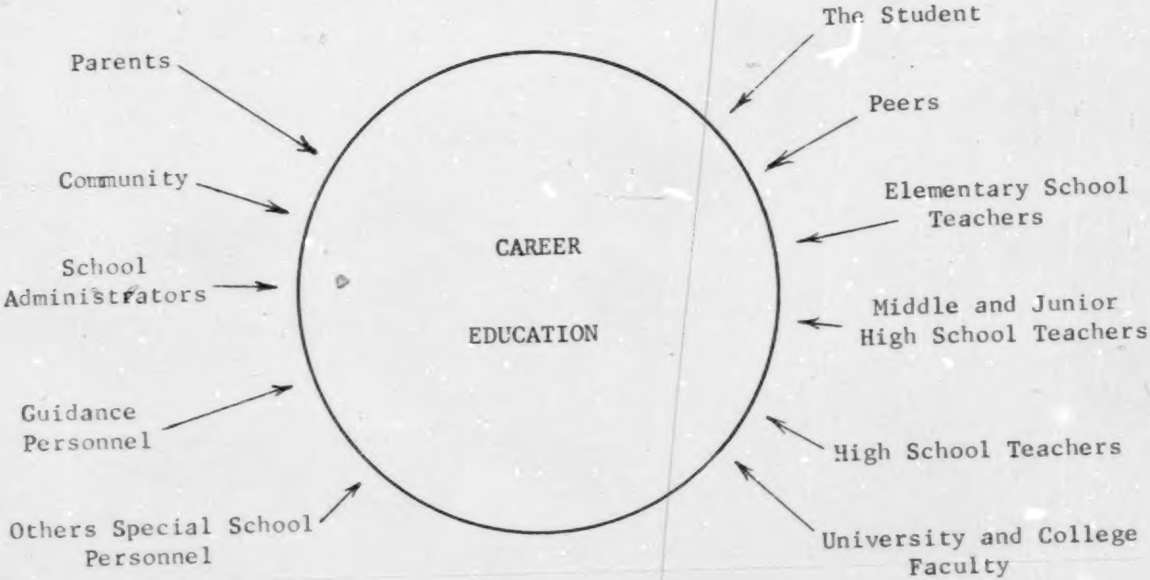
3. A single point in time. Career Education is approached from a developmental point of view and each step - "Awareness," "Exploration" and "Preparation" - is dependent upon the previous phase.

4. A program run entirely by a single person or selected persons. While most programs will have someone to coordinate the activities, an effective Career Education program will include students, faculty, administrators, parents, and community personnel.

5. Something else a teacher has to include during a specific class period. Career Education is the integration of the classroom content with the world outside school.

Who Has a Part in Career Education?

EVERYONE!!


CAREER
EDUCATION
Parents
Community
School Administrators
Guidance Personnel
Others Special School Personnel
The Student
Peers
Elementary School Teachers
Middle and Junior High School Teachers
High School Teachers
University and College Faculty

Why have a Career Education Program?

Because Career Education Provides an Opportunity for students to:

a) find relevancy between the classroom and the world outside the school
b) prepare to either enter the world of work or further education and training
c) become aware of the many career opportunities and options available in the 15 job clusters and their own interests, aptitudes and abilities in these areas
d) become aware of the skills and attitudes required in various career clusters
e) experience the value work makes to a total life
f) utilize their talents fully
g) avoid being "locked-in" to a track system or curriculum
h) avoid stereotyping many careers
i) become exposed to career orientation before leaving school
j) know how to seek a position in the world of work
k) develop a sense of personal self-worth
l) work with teachers in many different ways
m) recognize the value of decision-making
n) accept change as a way of life and be prepared to make career changes through educational preparation

When Does Career Education Begin?

The Career DEVELOPMENT process begins before the child enters kindergarten and extends through the adult years. Career EDUCATION is a process and a program which includes "Awareness," "Exploration" and "Preparation" experiences. It is recommended that a total Career Education program begin with the "Awareness" stage in the Elementary school and continue in the Middle and Junior High School with the "Exploration" component. In the High School the student is engaged in a "Preparation" phase.

Not all schools are taking the above approach but are centering their efforts at specific grade levels or with particular groups of students. Each school system will need to decide on the best plan for their schools after reviewing the career education concepts and conducting a need study in their own community.

Starting a Career Education Program

There is no single plan for organizing and implementing a career education program. Since each school system is unique in terms of the geographical setting, population served and the staff of each school, the plan adopted must be one that is acceptable to all parties concerned. It can not be stressed too strongly the need to conduct adequate pre-planning prior to establishing a career education program. The time and effort spent in the pre-planning phase will be worthwhile in the long run. The steps which follow are only suggested procedures for a school to consider; they have proven effective where tried and with modification may be adaptable to other schools.

1. School Administrators need to study and understand the concepts underlying career education and endorse the planning and development of a program through their active participation.

2. An ad hoc Committee is named from volunteers to determine the present status of existing programs which provide students the opportunity to experience career awareness, exploration, and preparation. They make a preliminary assessment of the needs for a career education program which is provided to the administrator.

3. The school staff is acquainted with the career education concepts and agrees to try a program for a set period of time.

4. An Advisory Committee is established to develop the appropriate steps in planning and implementing the career education program.

5. The School Board is assessed of the interest in a career education program and the present status of career development in the school and the needs which exist in this area. They endorse the program and appoint a member to the Advisory Committee.

6. Students are apprised of the plan to develop a career education program and a student(s) is named to the Advisory Committee.

7. A staff member is named to coordinate the career education program.

8. In-service programs are established, for staff personnel including a planned program of learning experiences.

9. Community career education task force teams are established.

10. A planned procedure is developed for keeping the public informed of the program.

11. Resources are provided.

12. A sequentially planned career education program is implemented.

13. Evaluation of the program is planned and conducted on a regular basis.

14. Revisions are made in the program as necessary.

15. The staff votes on whether or not to continue the program after the initial period is completed and assessed.

Maine Career Education Programs in Action

Numerous Career Education programs are in the planning or operational stage in Maine. Some of these are partially or fully supported by Federal funds while others are locally or State supported.

Career Education Programs in Maine Supported by Federal Funds

Two school areas in Maine have been funded to develop comprehensive Career Education Programs in K-12 for demonstration purposes. The programs in Lewiston and SAD 9 Farmington are funded under the 1968 Vocational Education Amendments:

1. "Project NOW - New Opportunities for Work," Lewiston Public School District, Lewiston, Maine (Part D): Project NOW is a three year attempt to develop a comprehensive career education curriculum in grades K-12. One element of Project NOW is the open door policy which encourages students to enter occupational education programs at any age or without previous experience. Project NOW is in its second year of funding. Mr. Lynn Markee is Project Director.

2. "Career Education Grades K-12 Project," SAD #9, Farmington, Maine (Part C): The intent of the career development program in SAD #9 is to develop a career education program that will have a strong guidance and counseling focus. Curriculum practices are fused with traditional offerings in grades K-12. Curriculum units are being developed for each grade level. Mr. George Willett and Mr. Marshall Thombs are Co-Directors.

A description of the other Career Education projects supported in part by funds under Part C and D or the 1968 Vocational

Education Act Amendments may be found in the publication *Six Month Report, July-December, 1972*-Vocational Education in Maine. This document may be obtained from The State Department of Educational and Cultural Services, The Bureau of Vocational Education, Augusta, Maine.

Career Education/Guidance Programs Supported by Local or State Funds

The high school guidance department has traditionally carried on career preparation and planning as part of its total program. In some cases these programs have been integrated within a subject area (most frequently social studies) or as part of a home room program. In recent years efforts have been expanded to involve a larger segment of the population (both in the school and out in the community) or to approach career awareness, exploration and planning in a comprehensive manner in an effort to prepare students for the world beyond the wall of the school. A few of these programs are described in the publication, *C E and ME.-Curriculum Guide, K-12*.

Career Preparation Opportunities Provided by the State Bureau of Vocational Education

Many opportunities for Career "awareness," "exploration" and "preparation" experiences are offered Maine students through the auspices of the local school district and the Maine Bureau of Vocational Education, State Department of Educational and Cultural Services. They include the following:

Business Education Programs are offered in 142 Maine High Schools
Agricultural Education Programs are offered in 17 Maine High Schools
Distributive Education Programs are offered in 16 Maine High Schools
General and Vocational Consumer and Homemaking Programs are offered in 120 High Schools, 56 Junior High Schools and 4 Elementary Schools. Eighty-two schools include both vocational consumer and homemaking programs.
Regional Technical Vocational Centers are found in 13 High Schools
Industrial Arts Education Programs are found in 112 High Schools and 59 Junior High Schools
Cooperative Education Programs are offered in 45 Maine High Schools

In addition to the above programs the following opportunities are also available in Maine Schools:

- Programs for the Disadvantaged
- Programs for the Handicapped
- Health Occupations
- Wage Earning Programs for Women

Post-Secondary Career Programs in Maine

The opportunity for career education extends throughout the life of each person. This may involve a formal program in a school which terminates in a degree, license or certificate or it may be a learning experience provided by an institution, business or industry to train, upgrade or retrain personnel. It may also be something very personal to individuals as they develop hobbies or pursue interests on his/her own or with others of similar interests. A list of these opportunities is included in *C E and ME. - Curriculum Guide, K-12*.

The following individuals may be contacted relative to information concerning Career Education Programs in Maine.

1. Mr. Elwood [illegible]adham, Associate Commissioner, Bureau of Adult and Vocational Education, State Department of Educational and Cultural Services, Augusta, Maine
2. Dr. Charles W. Ryan, Associate Professor of Education, UMO and Director, Research Coordinating Unit, Maine State Department of Educational and Cultural Services, Augusta
3. Mrs. Marion Bagley, Consultant, State Department of Vocational Education, Augusta, Maine
4. Dr. Edward G. Johnson, Associate Professor of Education, UMO
5. Mr. George Willett, Co-Director, SAD #9 Career Education Program, Farmington, Maine
6. Mr. Marshall Thombs, Co-Director, SAD #9 Career Education Program, Farmington, Maine
7. Mr. Lynn Markee, Director, NOW Program, Lewiston High School, Lewiston, Maine
8. Mr. Linwood Allen, Director, Career Education, Oxford Hills High School, South Paris, Maine
9. Miss Betty McLaughlin, Guidance Consultant, State Department of Educational and Cultural Services, Augusta

Career Education Resources

Career Education resources have been quite limited until recently. In the last year with the interest and support accorded Career Education more and more resource material has become available. A more complete list of resources is included in the publication, C E and ME. - Curriculum Guide, K-12. The following is an example of some of the resources in the "Guide":

Career Education - What is it and How to do it. by Ken Hoyt, et al. Published by Olympus Publishing Company, 955 East 9th Street South, Salt Lake City, Utah 84102. 1972. $4.00, 203 pages.

Peacemaker, Plumber, Poet, or Drummer. 12 page excerpt on Career Education from the February, 1972 issue of Instructor, Department PP. Dansville, N.Y. 14437. 25¢ per copy, 10 copies for $2.25 or 20 copies for $4.00.

Career Education: A Handbook for Implementation, 1972. For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, 102 pages, 55 cents.

Career Guidance Practices in School and Community by L.S. Hansen. 1970. Published by the National Vocational Guidance Association, APGA, 1607 New Hampshire Ave., N.W. Washington, D.C. 20009.

Career Guidance - A California Model for Career Development, K-Adult 1971. 56 pages. From: William H. McCreary, Chief, Bureau of Pupil Personnel Services, California State Department of Education, Sacremento, California 95814.

Career Education, 1971, U.S. Department of Health, Education, and Welfare. DHEW Publication No. (OE) 72-39 For Sale: Superintendent of Documents, Catalog No. HE 5.280:800075, U.S. Government Printing Office, Washington, D.C. 21402. 20 cents per copy.

Career Education Programs in Other States

Career Education programs are now operating in selected schools in every State and Territory of the United States. The impact for the development of these programs has come from Dr. Sidney P. Marland, Associate Commissioner of Education and funds under the Vocational Education Amendments of 1968.

Information relative to Career Education programs in other states may be obtained from the following sources:

1) Abstracts of Research and Development Projects in Career Education by the U.S. Department of Health, Education and Welfare, Bureau of Adult, Vocational and Technical Education, Michael Russo, Acting Director, Washington, D.C. (The June, 1972 issue includes abstracts on 56 Career Education programs).

2) Synopsis of Selected Career Education Programs - A National Overview of Career Education by Morgan, Moore, Shook and Sargent in the April, 1972 issue of Career Education, Volume I; Published by the National Center for Occupational Education, North Carolina State University, Raleigh, North Carolina (the April, 1972 issue includes abstractions of 39 Career Education programs).

3) Abstracts of Instructional Materials for Career Education Bibliography Series No. 15 Product Utilization Section, The Center for Vocational and Technical Education, 1960 Kenny Road, Columbus, Ohio 43210 (219 Abstracts).

4) Career Education: Perspective and Promise by Keith Goldhammer and Robert E. Taylor. Charles E. Merrill Publishing Co., 1973. Columbus, Ohio.